

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE  
ELEVENTH GRADE STUDENTS OF OFFICE  
ADMINISTRATION DEPARTMENT AT SMK N 1 GODEAN**

**A Thesis**

**Presented as Partial Fulfillment of the Requirement for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education**



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2011**

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE  
ELEVENTH GRADE STUDENTS OF OFFICE ADMINISTRATION  
DEPARTMENT AT SMK N 1 GODEAN**

**A THESIS**

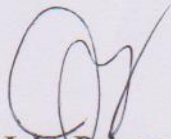
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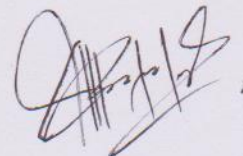
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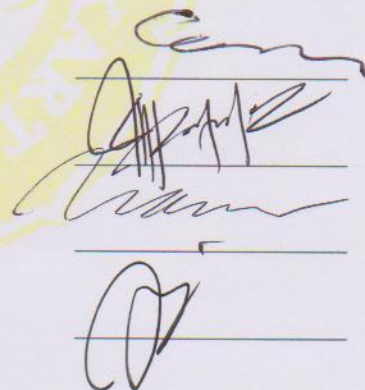
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## PERNYATAAN

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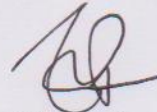
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Yogyakarta, 28 November 2011

Penulis,



Desi Trisiwiyanti

## MOTTOS



NO MATTER HOW  
HIGH THE MOUNTAIN,  
THERE WILL ALWAYS BE  
A WAY UP.

*~anonymous~*

YOU CANNOT LEARN TO  
FLY BY FLYING.  
YOU MUST FIRST LEARN TO  
STAND AND WALK AND  
RUN AND CLIMB AND  
DANCE.

*~ Friedrich Nietzsche ~*

## **DEDICATION**

I DEDICATE THIS THESIS TO YOU:  
MY PARENTS, MY BROTHER & SISTER, MY BEST FRIENDS  
FOR THE UNDERSTANDING AND ENCOURAGEMENT YOU PROVIDED DURING  
ALL THESE YEARS OF STUDY.

I LOVE YOU.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I appreciate any criticism and suggestions for the improvement of this thesis.

Yogyakarta, 28 November 2011

The writer,  
Desi Trisiwiyanti

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR  
THE ELEVENTH GRADE STUDENTS OF OFFICE ADMINISTRATION  
DEPARTMENT AT SMK N 1 GODEAN**

**Desi Trisiwiyanti  
06202241031**

**ABSTRACT**

This study aims to develop effective English learning materials for the eleventh grade students of Office Administration Department at SMK N 1 Godean.

The nature of this study was research and development (R & D). There were two kinds of data in this study: quantitative and qualitative. The quantitative data were obtained from the questionnaires in the needs analysis stage and materials evaluation stage, while the qualitative data were obtained from the interview and observation in the materials evaluation stage. This study involved 34 eleventh grade students of Office Administration Department at SMK N 1 Godean in the academic year of 2010/2011 and an expert on language teaching.

The data from the research findings show that the effective English learning materials for the students consist of three parts: Introduction, Main Activities, and Reinforcement. It shows that the effective task for the students has six components: goals, input, activity, setting, student role, and teacher role. Each task in the materials was considered effective. It was proven by the mean value ( $\bar{x}$ ) obtained from the questionnaire on the students' responses on the effectiveness of each task. The range of the mean value was 3.79 to 4.32 for Unit 1, 3.79 to 4.21 for Unit 2, and 3.82 to 4.21 for Unit 3. Based on the quantitative data conversion by Suharto (2006), those ranges were in the good and very good categories. Those data were supported by the data from the interview and the observation.

## **CHAPTER I INTRODUCTION**

### **A. Background to the Study**

English has been acknowledged as the accepted international language. All global information in the world of technology and commerce is presented in English. It means that English has become a main access to technology and commerce. Those who do not master English will be left behind.

Since English is crucial to master, it has become a main subject to be taught at schools. Nowadays, English has been taught in all levels of education in Indonesia. It has been taught in the kindergartens, elementary schools, junior high schools, senior high schools/vocational secondary schools, and universities. The English teaching in those educational institutions aims at helping students achieve communicative competence which requires them to be able to communicate in English both in spoken and written languages (National Education Standards Agency, 2006).

According to the National Education Standards Agency (2006), the English teaching at vocational secondary schools aims at making the students proficient in English both in spoken and written languages in order to support their study program competence. It means that the English teaching in vocational secondary schools should consider the English needed in the target fields of each study program. The students of vocational secondary schools who are projected to be middle-class workers are expected to be proficient in English which is relevant to their fields.

To help the students of vocational secondary schools be proficient in English which is relevant to their fields, relevant English materials are needed. These materials will facilitate the students to achieve good English proficiency and to develop their ability to communicate in English based on their fields. As a result, the objectives of English teaching in vocational secondary schools will be achieved.

Meanwhile, the English materials that are used in SMK N 1 Godean are not relevant to the students' fields. The same English materials are used to teach all students of different study programs, i.e. Office Administration, Multimedia, Marketing, and Accounting. Although the materials are based on the curriculum of English for vocational secondary schools, they do not cover the students' needs.

To cope with the lack of relevant English materials at SMK N 1 Godean, the English teachers should develop English learning materials that are relevant to the students' fields. However, it is not an easy thing for the English teachers to develop the materials due to some reasons, i.e. limited time and insufficient resources. Therefore, the researcher conducted a study on developing English learning materials which can be used in the teaching of English for the eleventh-grade students of Office Administration Department at SMK N 1 Godean.

## **B. Identification of the Problem**

There have been some English learning materials that are used in conducting the English teaching learning process at SMK N 1 Godean. Those English learning materials are in the forms of textbook and worksheet. However,

there were some problems found related to the existing English materials at SMK N 1 Godean.

The most common English materials that are at SMK N 1 Godean are textbooks. The English teachers and the students rely heavily on the textbooks. The way the textbooks present materials is the way the students learn them. Meanwhile, the materials in the textbooks are not always relevant to the students' needs. It makes the teaching points not relevant and useful for the students. The students need a textbook that relates the materials to their needs and to real-life task needed in the target situation.

The English teachers at SMK N 1 Godean also use worksheets in the English teaching learning process. The worksheets are usually taken from the internet. They provide some exercises related to the subject matter. Although the materials in the worksheets are relevant to the English curriculum, they do not represent the language use in the target situation. The students need worksheets containing exercises that represent the language use in the target situation.

### **C. Limitation of the Problem**

Due to the limitation of the time and the access to the literature, the researcher focused on developing English learning materials in the form of student textbook. The textbook was developed for the eleventh grade (elementary) students of Office Administration Department at SMK N 1 Godean in the second semester in the academic year of 2010/2011.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, this study focuses on the following problems:

1. What are the learners' needs and the learning needs of the eleventh grade students of Office Administration Department at SMK N 1 Godean?
2. What are the effective English learning materials for the eleventh grade students of Office Administration Department at SMK N 1 Godean?

#### **E. Objectives of the Research**

Based on the formulation of the problem, the objectives of this research are as follows:

1. To find out the learners' needs and the learning needs of the eleventh grade students of Office Administration Department at SMK N 1 Godean in developing their English skills.
2. To develop effective English materials for the eleventh grade students of Office Administration Department at SMK N 1 Godean.

#### **F. Significances of the Research**

This study is expected to be useful for:

1. English teachers, especially the English teachers at SMK N 1 Godean  
This study can motivate the teachers to develop English learning materials for specific study program in line with the curriculum.
2. The eleventh grade students of Office Administration Department at SMK N 1 Godean



This study provides English learning materials that are relevant to their field.

It is expected that the materials could improve their English proficiency which supports the study program, i.e. Office Administration.

3. The students of English Education Department

This study can be a reference for the students of English Education Department to conduct a research related to materials development and English for Specific Purposes.

## **CHAPTER II**

### **LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK**

This chapter presents the review of the theories, the relevant studies and the conceptual framework of this study. It covers the theory of language learning, English for Specific Purposes (ESP), English at vocational secondary schools, materials development, Task Based Language Teaching (TBLT), and materials evaluation.

#### **A. Literature Review**

##### **1. Theory of Language Learning**

When people do learning, there will be a change in their behavior. This statement is in line with the behaviorist theory that defines learning as a habit formation. It is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence (Hutchinson and Waters, 1987).

Chomsky (1964) in Hutchinson and Waters (1987) tackled the behaviorist theory of how mind was able to transfer what was learned in one stimulus-response sequence to other novel situations. Chomsky concluded that thinking must be rule-governed; a finite, and fairly small, set of rules enables the mind to deal with the potentially infinite range of experiences it may encounter. Learning consists not of forming habits but of acquiring rules – a process in which individual experiences are used by the mind to formulate hypothesis. This is what is called mentalist theory. This theory proposes the following principles.

- 1) Only human beings are capable of learning language.
  - 2) The human mind is equipped with a faculty for learning language, referred to as a Language Acquisition Device. This is separate from the faculties responsible for other kinds of cognitive activity (for example, logical reasoning).
  - 3) This faculty is the primary determinant of language acquisition.
  - 4) Input is needed, but only to 'trigger' the operation of the language acquisition device.
- (Ellis, 2003)

From the cognitive view, learning is described as a process in which the learner actively tries to make sense of data, and learning can be said to have taken place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. In other words, what it means that we learn by thinking about and trying to make sense of what we see, feel, and hear. The cognitive view of learning treats the learners as thinking beings and put them firmly at the centre of the learning process, by stressing that learning will only take place when the matter to be learnt is meaningful to the learners (Hutchinson and Waters, 1987).

These are some teaching principles based on the cognitive theory of language learning proposed by Brown (2001):

1) Principle 1: Automaticity

This principle states that efficient second language learning involves a timely movement if the control of a few language forms into the automatic processing is of a relatively unlimited number of language forms.

2) Principle 2: Meaningful Learning

This principle states that meaningful learning will lead toward better long-term retention rote learning.

3) Principle 3: The Anticipation of Reward

This principle states that human beings are universally driven to act, or “behave” by the anticipation of some sort of reward-tangible or intangible, short term or long term-that will ensue as a result of the behavior.

4) Principle 4: Intrinsic Motivation

This principle states that the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore no externally administered reward is necessary.

5) Principle 5: Strategic Investment

This principle states that successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

## **2. English for Specific Purposes**

English for Specific Purposes (ESP) is a branch of English as a Foreign Language (EFL)/English as a Second Language (ESL). Hutchinson and Waters (1987) state that ESP is an approach to language teaching which aims to meet students’ needs in the target situations in which all decisions as to content and method are based on students’ reasons to learn.

Hutchinson and Waters (1987) identify three main reasons to the emergence of ESP, they are:

a. The demand of a Brave New World

Previously, it is not well defined why people learn English. But since English becomes the accepted international language of technology and commerce, people then know specifically the reason why they learn English.

b. A revolution in linguistics

A study by Widdowson (1978) found that the language we speak and write varies considerably, and in a number of different ways, from one context to another. It raises an idea; if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the students' course.

c. Focus on the students

There was an assumption that the clear relevance of the English course to students' needs would improve the students' motivation and thereby make learning better and faster.

The purpose of an ESP course according to Hutchinson and Waters (1987) is to enable learners to function adequately in a target situation, then the ESP course design process should proceed by first identifying the target situation then carrying out a rigorous analysis of the linguistic features of that situation. This process is known as needs analysis.

The needs analysis or the needs assessment is an important feature of ESP. Brown (2000) adds that there are three basic steps in needs assessment. They are making basic decisions about the needs analysis, gathering information, and using the information. The steps are conducted to know learners' needs.

Hutchinson and Waters (1987) also propose a framework for analyzing the learners' needs. The framework covers (1) why the learners take the course, (2) how the learners learn, (3) what resources are available, (4) who the learners are, and (5) where the ESP course takes place. Through needs assessment, the learning needs can be identified to reach the target.

### **3. English Teaching at Vocational Secondary Schools**

According to the National Education Ministry Regulation No.22, year 2006, the subjects in vocational secondary school are divided into three groups; normative, adaptive, and productive group. English belongs to the adaptive group which has the following purposes:

- 1) to make the students able to achieve the English proficiency to support the achievement of professional program competence.
- 2) to make the students able to apply their competence and English skills both in oral and in written languages in the level of intermediate.

The scope of English in vocational secondary school covers these aspects:

- 1) Novice level of basic English communication
- 2) Elementary level of basic English communication
- 3) Intermediate level of basic English communication

The following table presents the standards of competence and basic competence of English for vocational secondary schools.

**Table 2.1: The Standards of Competence and Basic Competence of English for Vocational Secondary Schools**

<b>Standards of Competence</b>	<b>Basic Competence</b>
Communicating in English at the Novice Level	1. 1 Understanding basic expressions in the social interaction 1. 2 Mentioning things, people, characteristics, times, days, months, and years 1. 3 Describing things, people, characteristics, times, days, months, and years 1. 4 Producing simple expression for basic functions 1. 5 Explaining activities which are being held 1. 6 Understanding memo and simple menu, schedule of public transportations, and traffic signs 1. 7 Understanding foreign words and terms and simple sentences based on some patterns 1. 8 Writing simple invitation letters
Communicating in English at the Elementary Level	2. 1 Understanding daily simple conversations in both of professional and personal contexts with non-native speakers 2. 2 Taking notes of simple messages both in direct interaction and communication using devices 2. 3 Listing job description and educational background both in spoken and written language 2. 4 Telling past jobs and plan for future jobs 2. 5 Expressing feelings 2. 6 Understanding simple instructions 2. 7 Making short messages, directions and lists in the acceptable dictions, spellings, and grammar
Communicating in English at the Intermediate Level	3. 1 Understanding monologues in the certain job situation 3. 2 Understanding conversations with native speakers 3. 3 Presenting reports 3. 4 Understanding manuals of devices 3. 5 Understanding simple business letters 3. 6 Understanding technical documents 3. 7 Writing simple business letters and reports



English teaching learning in vocational secondary schools prepares the students for their field industry (target situation). Therefore they need English for Specific Purposes. ESP emphasizes that English is not taught as a subject separately from the students' real world instead it is generated into a subject matter area important to the students (Hutchinson and Waters 1987).

#### **4. Materials Development**

##### **a. The Nature of Materials**

Material is anything which is used to help to teach language to the students. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. In other words, material can be anything which is deliberately used to increase the students' knowledge and/or experience of the language (Tomlinson, 1998). Tomlinson (1998) also states that materials development refers to anything done by writers or teachers or students to provide sources of language input which maximize the supplying of information and or experience of language in ways designed to promote language learning.

These are some of the basic principles of second language acquisition which are relevant to the development of materials for the teaching of languages (Tomlinson, 1998):

- 1) Materials should achieve impact. Impact is achieved when there are effects on the learners. The effects can be noticed from the learners' curiosity, attracts, intention, and interest to the materials.
- 2) Materials should help learners to feel at ease. Materials should make the learners feel comfortable with the materials. The learners will feel at ease when the materials have good input texts, well arranged tasks, and understandable language.
- 3) What is being taught should be perceived by learners as relevant and useful. Materials should provide information that is needed by the learners. The points taught should be related to the learners' background study and needs.
- 4) Materials should expose the learners to language in authentic use. Therefore, authentic and comprehensible inputs must be used to make the learners produce authentic language use.
- 5) Materials should provide the learners with opportunities to use the target language to achieve communication purposes. Good materials should facilitate learners' interaction by providing activities that creates interaction.
- 6) Materials should not rely too much on controlled practices. The materials should be arranged in balance from the dependent tasks to the independent ones.

#### **b. The Role of Instructional Materials**

There are many opinions about the role of instructional materials in the language classroom. Crawford in Richards and Renandya (2002) states that some experts criticized on the published materials. They claim that textbooks reduce the

teacher's role to one of managing or overseeing preplanned events, textbooks are for poor teachers without imagination, and so on. Then Crawford states that Allwright (1981) suggests that there are two key positions about the role of instructional materials:

- 1) Deficiency view – sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that the syllabus is covered using well thought out exercises.
- 2) Difference view – sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.

However, Allwright (1981) in Crawford's article 'The Role of Materials in the Language Classroom: Finding the Balance' points out that materials may contribute to both goals and content but they cannot determine either. In his article, Crawford also claims that instructional materials also play a role as a structuring tool. It means that textbook does not necessarily drive the teaching process but it does provide the structure and predictability that are necessary to make the event socially tolerable to the participants.

### **c. The Purpose of Instructional Materials**

Hutchinson and Waters (1987) propose six purposes of instructional materials which can guide a course designer in the actual writing of the materials. Those purposes are presented below.

- 1) Materials provide a stimulus to learning
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.

- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new technique.
- 6) Materials provide models of correct and appropriate language use.

## **5. Task-Based Language Teaching**

Task-Based Language Teaching (TBLT) refers to the use of tasks that serve to facilitate meaningful communication and interaction lies at the heart of various proposals for ‘task-based instruction’ which is an attempt to apply principles from second language acquisition research to language teaching (Richards and Renandya, 2001).

### **a. Task Definition**

Long (1985) in Nunan (2004) offers a non-linguistic and non-technical definition of task. This definition refers to the use of language in the world beyond the classroom, so that it is called real-world or target task.

....a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by “task” is meant the hundred and one things people do in everyday life. (Long 1985 in Task-Based Language Teaching (Nunan 2004))

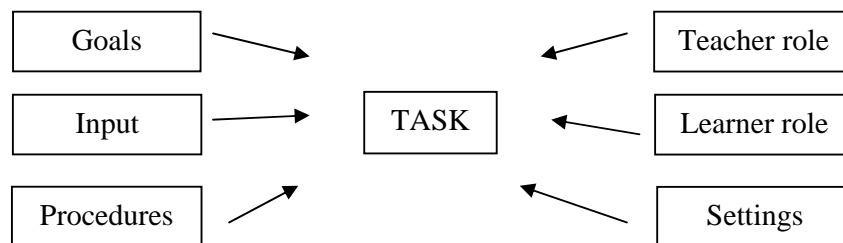
The next definition of task is stated by Ellis (2003) in Nunan (2004). He defines task in a pedagogical perspective. Pedagogical tasks here refer to tasks that occur in the classroom.

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes. (Ellis 2003 in Task-Based Language Teaching (Nunan 2004))

From his own point of view, Nunan (2004) states that a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

#### **b. Task Components**

Drawing on the conceptualization of Candlin, Wright and others, Nunan (2004) proposes that a minimum specification of task will include goals, input and procedures that will be supported by roles and settings. The model is presented diagrammatically as follows.



**Figure 2.1: Task component (Nunan, 2004)**

Each component of task is described briefly as follows:

1) Goals

‘Goals’ are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Goals may not always be explicitly stated, although they can usually be inferred from the task itself.

2) Input

‘Input’ refers to the spoken, written and visual data that learners work within in the course of completing a task. Data can be provided by a teacher, a textbook or some other source.

3) Procedures

‘Procedures’ specifies what learners will actually do with the input that forms the point of departure for the learning task.

4) Teacher and Learner role

‘Role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Breen and Candlin (1980) in Nunan (2004) state that teacher has three main roles in the communicative classroom. The first is to

act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.

#### 5) Settings

‘Settings’ refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

### **c. Principles for Task-Based Language Teaching**

These are the underlying principles in developing the instructional sequence outlined above (Nunan, 2004):

#### 1) Principle 1: Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

#### 2) Principle 2: Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

#### 3) Principle 3: Recycling

Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle.

#### 4) Principle 4: Activate learning

Learners learn best by actively using the language they are learning. Based on the concept of experiential learning, learners learn best through doing –



through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

5) Principle 5: Integration

Learners should be taught in ways that make clear the relationships between linguistic form communicative function and semantic meaning.

6) Principle 6: Reproduction to creation

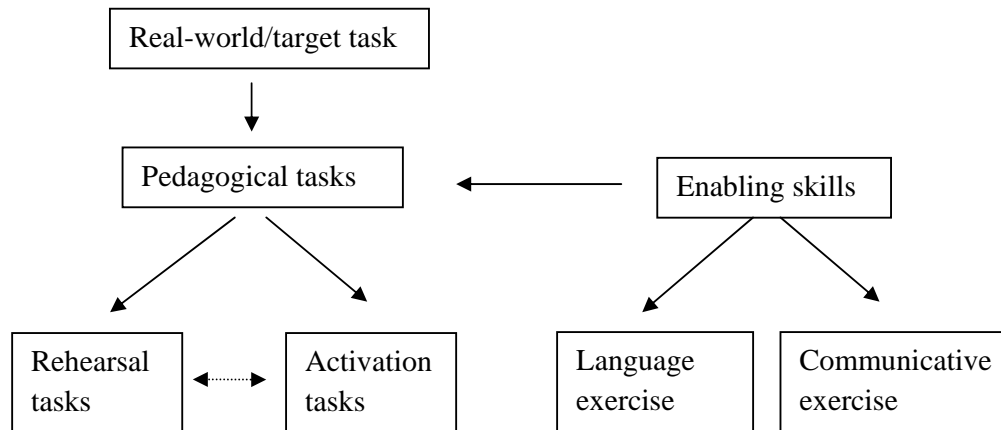
Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. In creative tasks, learners are recombining familiar elements in novel ways.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

**d. Framework for Task-Based Language Teaching**

Nunan (2004) argues that in order to create learning opportunities in the classroom, teachers should transform real-world task into pedagogical tasks. The tasks can be placed on a continuum from rehearsal tasks to activation tasks. In the framework, form-focused work is presented in the form of enabling skills. It is called enabling skills because they are designed to develop skills and knowledge that will facilitate the process of authentic communication. In the framework, enabling skills are two kinds; language exercise and communicative activities.



**Figure 2.2: A framework for task-based language teaching (Nunan, 2004)**

## 6. Developing Units of Work

### a. Steps in Developing Units of Works

Nunan (2004) proposes six steps in developing units of work as follows.

#### 1) Step 1: Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

#### 2) Step 2: Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures, and functions.

#### 3) Step 3: Authentic listening practice

The next step involves learners in intensive listening practice. This step would expose students to authentic or simulated conversation.

4) Step 4: Focus on linguistic elements

The students now get to take part in a sequence of exercise in which the focus is on one or more linguistic elements.

5) Step 5: Provide freer practice

This is the time for the students to engage in freer practice, where they move beyond simple manipulation. The students should be encouraged to extemporize, using whatever language they have at their disposal to complete the task.

6) Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself. It involves group work discussion and decision making task.

### **b. Grading, Sequencing and Integrating Tasks**

Nunan (2004) argues that the decisions on what to teach first, what second, and what last in a course-book or program will reflect the beliefs of the coursebook writer or syllabus designer about grading, sequencing and integrating content.

Grading has been described as follows:

....the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Grading would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Grading may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learners. (Richards, Platt and Weber 1986 in Nunan 2004)

### 1) Grading Input

The first thing to be considered is the complexity of the input where grammatical factor will be important. According to Nunan (2004), difficulty will be affected by the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it is signaled. Brown and Yule (1983) in Nunan (2004) found that a passage in which the information is presented in the same chronological order as it occurred in real life is easier to process than one in which the information is presented out of sequence.

Other factor that influences the difficulty is the amount of support provided to the listener or reader. A passage with headings and subheadings which is supported with photographs, drawings, tables, graphs and so on should be easier to process than one in which there is no contextual support.

Type of genre also has an impact on processing difficulty (Hammond and Derewianka 2001 in Nunan 2004). It is stated that genre theorists argue, for example, that narratives, recounts, and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinion and attitudes.

In considering the topics, Nunan (2004) states that it is generally assumed that abstract topics will pose greater challenges for the reader than

more concrete topic. However, it depends on students background knowledge.

## 2) Learner Factors

Brindley (1987) in Nunan (2004) states that learners factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistic knowledge. He proposes a list of questions that need to be considered in relations to each of the factors.

**Table 2.2: List of Questions that Need to be Considered in Relation to Each of Learners' Factors.**

<b>Factor</b>	<b>Questions</b>
Confidence	<ul style="list-style-type: none"> <li>- How confident does the learner have to be to carry out the task?</li> <li>- Does the learner have the necessary level of confidence?</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>- How motivating is the task?</li> </ul>
Prior learning experience	<ul style="list-style-type: none"> <li>- Does the task assume familiarity with certain learning skills?</li> <li>- Does the learner's prior learning experience provide the necessary learning skills/strategies to carry out the task?</li> </ul>
Learning pace	<ul style="list-style-type: none"> <li>- How much learning material has the learner shown he/she is capable of handling?</li> <li>- Is the task broken down into manageable parts?</li> </ul>
Observed ability in language skills	<ul style="list-style-type: none"> <li>- What is the learner's assessed ability in the skills concerned?</li> <li>- Does this assessment conform to his/her observed behavior in class?</li> <li>- In the light of the teacher's assessment, what overall level of performance can reasonably expected?</li> </ul>
Cultural knowledge/awareness	<ul style="list-style-type: none"> <li>- Does the task assume cultural knowledge?</li> <li>- If so, can the learner be expected to have it?</li> <li>- Does the task assume knowledge of particular subject?</li> </ul>
Linguistic knowledge	<ul style="list-style-type: none"> <li>- How much linguistic knowledge does the learner have?</li> <li>- What linguistic knowledge is assumed by the task?</li> </ul>

### 3) Procedural Factors

This section is about the operations that learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves. (Nunan, 2004)

Brindley (1987) in Nunan (2004) have adapted some factors that will determine the complexity of what the learners have to do from a number of sources.

**Table 2.3: Some Factors that will Determine the Complexity of What Learners Have to Do.**

<b>Factor</b>	<b>Question</b>
Relevance	- Is the task meaningful and relevant to the learner?
Complexity	- How many steps are involved in the task? - How complex are the instructions? - What cognitive demands does the task make on the learner? - How much information is the learner expected to process in performing the task?
Amount of context provided prior to the task	- How much prior knowledge of the world, the situation or the cultural context is assumed in the way the task is framed? - How much preliminary activity is allowed for in order to introduce the task and set the context?
Processability of language of the task	- Is the language that learners are expected to produce in line with their processing capacity? - Can the learners use any language at their disposal, or is the task a 'focused' one requiring deployment of a particular task?
Amount of help available to the learner	- How much assistance can the learner get from the teacher, other learners, books or other learning aids? - In the case of interactive tasks, is the interlocutor sympathetic, does he/she provide help?
Degree of grammatical complexity	- What is his/her tolerance level of non-standard language? - How 'standard' does the task require accuracy/fluency/ learners to be? - What is the desired effect on the interlocutor?

Factor	Question
	<ul style="list-style-type: none"> <li>- Does he/she demand accuracy, fluency or both?</li> <li>- What degree of complexity is required by the learners?</li> </ul>
Time available to the learner	<ul style="list-style-type: none"> <li>- How long does the learner have to carry out the task?</li> <li>- Is planning and rehearsal time built into the task?</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>- Is there some kind of follow-up, providing debriefing and feedback?</li> </ul>

### c. Task Continuity

Nunan (2004) states that the term ‘continuity’, ‘dependency’, and ‘chaining’ refer to the same thing, that is the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. Another alternative is the ‘psycholinguistic processing’ approach. This approach sequences task according to the cognitive and performance demands made upon the learner.

The following table presents the steps in a possible instructional sequence which require learners to undertake activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

**Table 2.4: Ten-Step Sequence of An Instructional (Nunan, 2004)**

Phases	Step within phases
A. Processing (Comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text- no other response required.</li> <li>2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).</li> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check –off a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal responses (e.g. write down key words every time they are heard)</li> </ol>

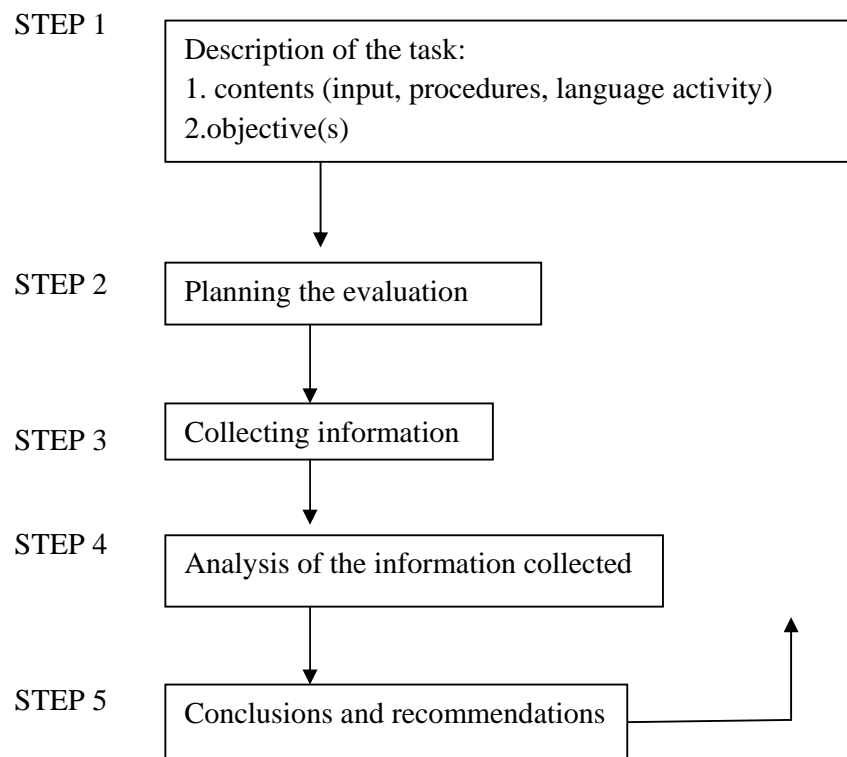
<b>Phases</b>	<b>Step within phases</b>
B. Productive	5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner)
C. Interactive	8. Role play (e.g. have listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc)

## 7. Materials Evaluation

Evaluation is a process of matching needs to available solutions. An ESP textbook/materials should suit the needs of a number of parties – teachers, students, sponsors, so it is important that the subjective factors should not be allowed to obscure objectivity in the early stages of analysis (Hutchinson and Waters 1987).

Ellis in Tomlinson (1998) proposes empirical evaluations to evaluate learning materials. The steps in conducting an evaluation of a task that is proposed by Ellis in Tomlinson (1998) can be seen in Figure 2.3. The evaluations aim to know whether task-based teaching ‘works’, i.e. achieves its objectives, in particular contexts.





**Figure 2.3: Steps in conducting an evaluation of a task (Ellis in Tomlinson 1998)**

This is the brief explanation of each step proposed by Ellis:

1) Description of the task

The evaluation of a task requires a clear description of the task to be evaluated. This can be achieved by specifying the content of a task as follows:

- a) Input (the information that the learners are supplied with) can be in verbal form or non verbal
- b) Procedures (the activities that the learners are to perform in order to accomplish the task)

- c) Language activity (whether the learners engage in receptive language activity or productive language)
- d) Outcome (s) (what it is that the learners will have done on completion of the task)

## 2) Planning the evaluation

The act of carrying out the planning of a task evaluation may have a beneficial impact on the choice and design of a task. The various dimensions of prior planning are needed. Various decisions also have to be made about what information to collect, when to collect it, and how to collect it.

## 3) Collecting information

A task evaluation will need to consider collecting three types of information: (1) how the task was performed, (2) what learning took place as a result of performing the task, and (3) the teacher's and the learner's opinion about the task.

## 4) Analysis of the information collected

One of the major decisions facing the evaluator at this stage of the evaluation is whether to provide a quantitative or a qualitative analysis of the data or both.

## 5) Conclusions and recommendations

It is helpful to make a clear distinction between 'conclusions' and 'recommendations'. Conclusions relate to what has been discovered as a result of the analysis. Recommendations concern proposals for future teaching.

## **B. Relevant Studies**

Some studies related to English learning materials development for the students of vocational secondary school have been conducted. Hidayatul Muanifah (2010) conducted a study on designing effective English learning materials for Grade XI students majoring in *Teknik Komputer Jaringan* at SMKN 2 Pengasih. She designed three units of materials which cover three basic competences of the second semester. They were designed based on the English curriculum and the needs analysis. The finding showed that the English learning materials she developed were effective for the students.

Hesti Widyasari (2011) conducted a relevant study on developing English learning materials for Grade XI students of *Teknik Pengolahan Hasil Pertanian* at SMKN 1 Nanggulan. She developed three units of materials which cover three basic competences in the first semester. The findings showed that the students need English learning materials that are relevant to their background knowledge with topics and contents which are appropriate to their study program.

## **C. Conceptual Framework**

According to the National Education Act System (2006), the English teaching at vocational secondary schools aims at making the students proficient in English both in spoken and written language in order to support their study program competence. To help the students of vocational secondary schools be proficient in English which is relevant to their fields, relevant English materials are needed. However, the existence of relevant English materials is still limited.

To cope with the problem above, relevant English materials were developed. They were developed following the nature of English learning materials for vocational schools, English for Specific Purposes (ESP), which aims to meet students' needs in the target situations in which all decisions as to content and method are based on students' reasons to learn. To meet the students' needs, a needs analysis was conducted.

In developing the materials, Task-Based Language Teaching (TBLT) was applied. It refers to the use of tasks that serve to facilitate meaningful communication and interaction lies at the heart of various proposals for 'task-based instruction' which is an attempt to apply principles from second language acquisition research to language teaching (Richards and Renandya, 2001). The researcher used the minimum specification of task that includes goals, input and procedures supported by roles and settings as what is drawn on the conceptualization of Candlin, Wright and others in Nunan (2004).

Following the simplified model of research procedure based on Dick and Carey in Borg, Borg, and Gall (2003), the researcher develop the materials in some stages. The stages were researching and collecting information, planning, writing the first draft of the materials, having the materials reviewed by an expert, writing the second draft, conducting the try out, conducting the evaluation and revision, and writing the final draft.

English for Specific purposes materials should suit the needs of a number of parties – teachers, students, sponsors, so it is important that the subjective factors should not be allowed to obscure objectivity in the early stages of analysis

(Hutchinson and Waters 1987). To know whether the materials suited the needs of the learners, an evaluation was conducted. In evaluating the materials the researcher used the empirical evaluation proposed by Ellis in Tomlinson (1988). The steps were describing the task, planning the evaluation, collecting information, analyzing the information collected, and having conclusions and recommendations.

### **CHAPTER III RESEARCH METHOD**

This chapter discusses the research design, research setting, research subjects, research instruments, data collection procedure, data analysis technique, and research procedure.

#### **A. Type of Study**

This study is classified into Research and Development (R & D). According to Gall, Gall, and Borg (2003), educational R & D is an industry-based development model in which the findings of research are used to design new products and procedures. The product and procedures then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

#### **B. Research Setting**

The research was conducted from November 2010 up to April 2011 in the eleventh grade of Office Administration Department at SMK N 1 Godean which is located in Kowanan, Sidoarum, Godean, Sleman. There were four departments in that vocational high school; Office Administration Department, Marketing Department, Multimedia Department, and Accounting Department.

#### **C. Research Subject**

The subjects of the research were the students of the eleventh grade of Office Administration Department at SMK N 1 Godean in the academic year of 2010/2011 and an expert on language teaching as a reviewer. All the students of

Office Administradion Department class *XI Administrasi Perkantoran 1 (XIAP1)* were taken as the research subject. This class consisted of 34 female students.

#### **D. Research Instruments**

In gaining the data, the researcher distributed questionnaires, interviewed the students, and observed the implementation of the materials. Thus, the instruments that were used in this study were questionnaires, interview guideline, and observation guideline. Those instruments can be seen in Appendix C.

##### **1. Questionnaires**

There were two kinds of questionnaires which were given in two different stages. The first questionnaire was distributed in the needs analysis stage, while the second questionnaire was distributed in the evaluation stage.

##### **a. Questionnaire in the needs analysis stage**

This questionnaire aimed at gaining the information on the students' needs related to the English materials. It consisted of 21 multiple choice questions referring to the theory of needs analysis from Hutchinson and Waters (1987). To fulfill the questionnaire, the students were allowed to choose more than one options.

##### **b. Questionnaire in the materials evaluation stage**

This questionnaire aimed at gaining the students' responses on the effectiveness of the materials. It consisted of 13 questions on the effectiveness of the materials in general and 6 questions on the effectiveness of each task in the materials. Those questions were organized in reference to the theory of materials evaluation from Water and Hutchinson (1987) and Brown (2001).

This questionnaire used a 5-point of Likert-type scale. The students were required to choose one of the options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) to the statements.

## 2. Interview guideline

The interview guideline was used to gain deeper information on the students' responses on the effectiveness of the materials. The data from the interview were intended to support the data from the questionnaire. The interview was conducted at the end of the implementation of each unit of materials.

## 3. Observation guideline

The observation was conducted to record the materials implementation process. The data from the observation were in the form of field-note. The observation guideline helped the researcher do the field-note taking.

## **E. Data Collection Procedure**

The data were collected through some stages. In the needs analysis stage, the data was gained from the questionnaire to know the students' needs. After the data of the needs analysis had been gained, the course grid of the materials was developed based on it. After that, the first draft of the materials was developed. To gain the data about the feedback and suggestions of the first draft of the materials, an expert on language teaching was asked to review the materials. Next, based on the review from the expert, the materials were revised into the second draft of the materials. After that, the materials were tried out to the students. To gain the data on the effectiveness of the materials, an evaluation questionnaire was distributed to the students at the end of the try-out. To support the data from the



questionnaire, some students were interviewed. Besides, an observation was conducted during the try-out. The data from the observation was in the form of field-note. Finally, the data from the evaluation questionnaire, interview, and observation were used as the bases to evaluate and revise the materials.

#### **F. Data Analysis Technique**

There were two kinds of data in this research, i.e. quantitative data and qualitative data. The quantitative data were obtained from the questionnaire in the materials evaluation stage, while the qualitative data were obtained from the interview and observation.

##### **1. Data from the questionnaires**

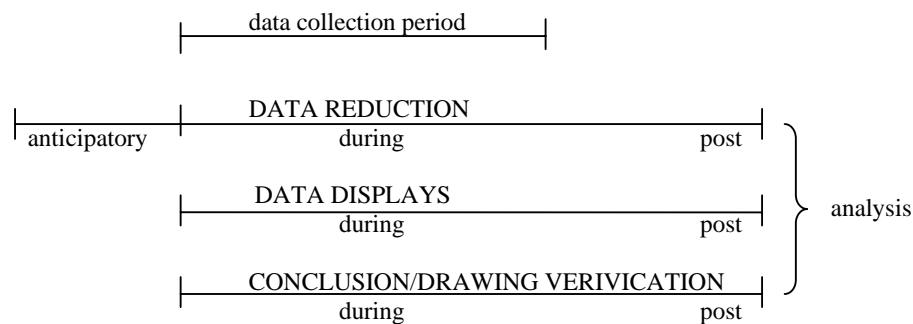
The data from the questionnaire of the needs analysis stage were analyzed using frequencies and percentages. Meanwhile, the data from the questionnaires of the evaluation stage were analyzed using descriptive statistic by measuring the central tendency (mean) of each item in the questionnaire. The value of the mean determined the category of the materials. In classifying the category of the mean, the researcher referred to the theory proposed by Suharto (2006). The quantitative data conversion is presented in Table 3.1

**Table 3.1: Quantitative Data Conversion (Suharto, 2006)**

<b>Scales</b>	<b>Categories</b>	<b>Interval of Mean</b>
5	very good	4.20-5.00
4	good	3.40-4.19
3	fair	2.60-3.39
2	poor	1.80-2.59
1	very poor	1.00-1.79

## 2. Data from the interviews and observations

The qualitative data which were obtained from the interview and the observation were not analyzed immediately. According to Miles and Hubberman (1994), qualitative data are not usually immediately accessible for analysis, but require some processing. Following the component data analysis of Miles and Huberman (1994), the data then were reduced and displayed. After that, the data were verified and the conclusion was derived.



**Figure 3.1: Components of Data Analysis: Flow Model**

Below is the description of the qualitative data analysis following the Flow Model of Miles and Huberman (1994).

### a. Data reduction

In this first flow, the researcher did the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription.

### b. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It was designed to assemble information into

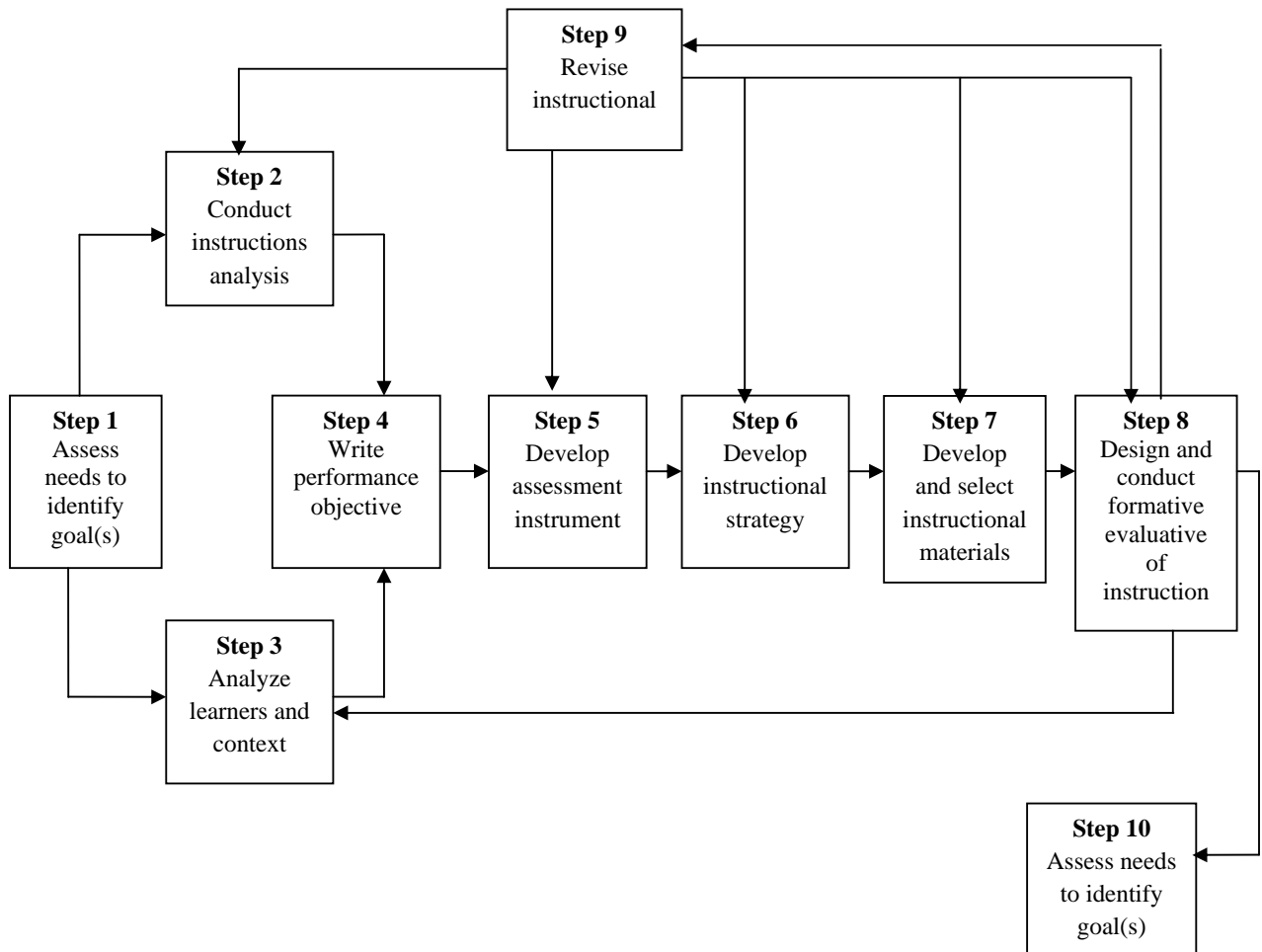
an immediately accessible form. In this second flow, the data was displayed in the form of excerpts.

#### c. Conclusion/Drawing Verification

The conclusion was drawn based on the information displayed in the data display flow.

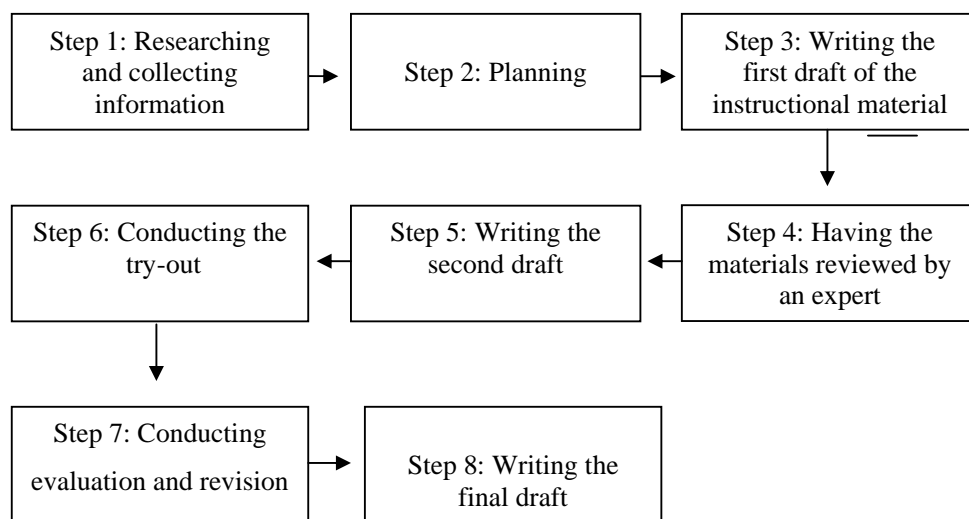
### G. Research Procedure

In conducting the research, the researcher followed the model proposed by Dick & Carey in Borg and Gall (2003). The model is presented in Figure 3.2.



**Figure 3.2: The Steps of System Approach Model of Education Research and Development (R & D) Proposed by Dick & Carey in Gall, Gall and Borg (2003)**

Referring to the previous relevant study conducted by Hesti Widyasari (2011), the researcher then simplified the steps proposed by Dick & Carey in Gall, Gall, and Borg (2003) into the following steps:



**Figure 3.3: The Simplified Model of Research Procedure Based on Dick and Carey in Gall, Gall, and Borg (2003)**

Here are the brief descriptions of each stage in the R & D process that were employed in this study.

#### 1. Researching and collecting information

In this stage the researcher conducted a needs analysis to gather information about the learners' needs and learning needs. The data were analyzed to help develop the most appropriate learning materials for the students.

#### 2. Planning

The result of the needs analysis was used to write the course grid. The researcher stated the titles, topics, characters, language functions, language focus, input texts, activities, and indicator achievements in the course grid.

3. Writing the first draft of the materials

The first draft was written based on the course grid. In writing the materials the researcher referred to some theories on how to develop good materials.

4. Having the materials reviewed by an expert

An expert on language teaching was asked to review the first draft of the materials.

5. Writing the second draft

After getting feedback from the expert, the materials were revised. The second draft of the materials was written based on the feedback from the expert.

6. Conducting the try out

The second draft of the materials was tried-out to the students. The observation was done in this stage.

7. Conducting the evaluation and revision

After conducting the try out, the second questionnaire was distributed to the students. The observation, questionnaire distribution, and interviews were conducted to get feedback from the students. The data were used to revise the materials.

8. Writing the final draft

The materials were revised based on the data obtained from observations, questionnaire distribution, and interviews. As the materials had been field-tested and revised until a specified level of the effectiveness has been achieved, the researcher wrote the final draft of the English learning materials.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and the discussions of the study which was conducted from November 2010 up to April 2011. The findings of the study cover the needs analysis, the course grid, the design of the materials, the description of the first draft of the materials, the review of the first draft by the expert, the evaluation and revision of the first draft, and the try-out of the second draft.

#### **A. Research Findings**

##### **1. The Needs Analysis**

The first stage in this study was the needs analysis which was conducted on November 14<sup>th</sup>, 2010. In this stage, the needs analysis questionnaire was distributed to the students to know the learners' needs and the learning needs. The questionnaire was in the form of multiple choice questions and the students were allowed to choose more than one option. The two highest percentages of the students' options were considered representing the students' choices. The result of the questionnaire can be seen in Appendix D.

##### **a. Learners' Needs**

The result of the needs analysis In terms of the learners' needs is presented in Table 4.1.

**Table 4.1: The Learners' Needs of the Eleventh Grade Students of Office Administration Department at SMK N 1 Godean**

Aspects	Learners' Needs	Percentage
Listening input	A dialogue/monologue describing daily life that has been suited to the students' needs.	25.9%
	A dialogue/monologue followed by a picture.	22.4%
Speaking input	A dialogue/monologue describing daily life that has been suited to the students' needs.	28.1%
	An explanation about the sentence patterns and/or the expressions which will be learned.	26.6%
Reading input	An authentic text which is easy to find in daily life (e.g. labels, job vacancies, job application letters)	26.8%
	An explanation about the sentence patterns and/or the expressions which will be learned.	25.1%
Writing input	An explanation about the sentence patterns related to the text that will be learned.	51.9%
	An example of text that will be learned.	25%
Language level	200-250 words for a listening input text	67%
	200-250 words for a speaking input text	75.9%
	200-250 words for a reading input text	36.1%
	250-300 words for a writing input text	39.4%
Topic	Daily life	37.1%
	Secretarial/administrative work	30.7%
Needs in the work place	Using English both orally and in written.	73.5%
	Dealing with formal letters.	32.1%

In terms of listening input, the students needed a dialogue/monologue describing a daily life that has been suited to their needs and a dialogue/monologue followed by a picture. It can be seen in the table that 29.9% of the students needed a dialogue/monologue describing daily life that has been suited to their needs and 22.4% of them preferred to have a dialogue/monologue followed by a picture for their listening input.

In terms of speaking input, the students needed a dialogue/monologue describing daily life that has been suited to their needs and an explanation about the sentence patterns and/or the expressions which will be learned. It is shown in

the table that 28.1% of the students needed a dialogue/monologue describing a daily life that has been suited to their needs and 26.6% of them needed an explanation about the sentence pattern and/or the expressions which will be learned.

For the reading input, the students needed an authentic text which is easy to find in daily life (e.g. labels, job vacancies, and job application letters) and an explanation about the sentence patterns and/or the expressions which will be learned. The table shows that 26.8% of the students needed an authentic text which is easy to find in a daily life and 25.1% of them preferred to have an explanation about the sentence patterns and/or the expressions which will be learned.

In terms of writing input, the students needed an explanation on the sentence pattern related to the text that will be learned and an example of text that will be learned. It can be seen in the table that 51.9% of the students needed an explanation on the sentence pattern related to the text that will be learned and 25% of them needed an example of text that will be learned.

In relation to the language level, it can be seen in the table that the students had a similar level for each language skill. For the listening input, 67% of the students were able to receive a text containing 200-250 words. For the speaking input, 75.9% of the students were able to receive a text containing 250-300 words. For the reading input, 36.1% of the students were able to receive a text containing 200-250 words. At last, 39.4% of the students were able to receive a text containing 250-300 words for their writing input.



In terms of topic, the students needed English materials about daily life and secretarial/administrative work. The table shows that 37.1% of the students needed English materials about daily life and 30.7% of them preferred to have English materials related to secretarial/administrative work.

In term students' needs in the work place, the students predicted that they will use English both in the oral and written forms and deal with formal letters. The table shows that 73.5% of the students predicted that they will use English both in the oral and written forms and 32.1% of them predicted that they will deal with formal letters.

#### **b. Learning Needs**

Learning needs deal with what the learner needs to do in order to learn (Hutchinson and Waters, 1987). The table below shows the learning needs of the eleventh grade students of Office Administration Department at SMK N 1 Godean.

**Table 4.2: The Learning Needs of the Eleventh Grade Students of Office Administration Department at SMK N 1 Godean.**

<b>Aspects</b>	<b>Learning Needs</b>	<b>Percentage</b>
Goal	Acquiring vocabulary related to the students' study program.	26.6%
	Communicating using simple English in daily life orally.	23.4%
Listening activity	Identifying places and characters based on the dialogue/monologue.	41.7%
	Completing a dialogue which is being listened to orally.	22.9%
Speaking activity	Acting out a dialogue in front of the class in pairs.	46%
	Discussing a certain topic/issue.	26%
Reading activity	Analyzing the meaning and the use of certain words based on the text.	32.1%
	Analyzing the meaning and the use of certain expressions based on the text.	21.4%
Writing	Arranging sentences into a good paragraph.	26.6%

(continued)

Aspects	Learning Needs	Percentage
activity	Completing sentences with words to be good sentences.	25%
Vocabulary exercise	Studying the given words and their meaning.	24.1%
	Completing missing sentences or paragraphs with some words that are provided.	22.4%
Grammar exercise	Writing sentences based on patterns.	36.8%
	Having an error recognition task.	36.8%
Setting	Working in groups	52,3%
	Working in pairs	25%
Teacher role	Giving an example before asking the students to do a task. (facilitator)	49%
	Observing the students in doing a task. (observer)	20.4%
Student role	Doer/performer	63.2%
	Problem solver	23.7%

The students expected that the materials help them master vocabulary that is related to their program competency and communicate orally using simple English in their daily life. It is shown in the table that 26.6% of the students expected that the materials helped them master vocabulary that is related to their program competency and 23.4% of them expected that the materials help them communicate orally using simple English in their daily life.

For the listening activities, the students prefer to identify places and characters from the monologue/dialogue and to respond a dialogue orally. The table shows that 41.7% of the students prefer to identify place and character from the monologue/dialogue and 22.9% of them prefer to respond a dialogue orally.

In terms of speaking activities, the students chose to practice a dialogue in front of the class in pairs and to discuss a certain topic or issue with a partner. It is shown in the table that 46% of the students chose to practice a dialogue in front of the class in pairs and 26% of them preferred to discuss a certain topic or issue with a partner.

In terms of reading activities, the students chose to analyze the meaning and the use of certain words and expressions based on the text. It is shown in the table that 32.1% of the students chose to analyze the meaning and the use of certain words based on the text and 21.4% of them chose to analyze the meaning and the use of certain expressions based on the text.

In terms of writing activities, the students chose to arrange sentences into a good paragraph and to complete sentences with words to be good sentences. The table shows that 26.6% of the students chose to arrange sentences into a good paragraph and 25% of them chose to complete sentences with words to be good sentences.

For a vocabulary exercise, the students chose to repeat words after the teacher with good pronunciation and to complete missing sentences or a paragraph with some words that are provided. It is shown in the table that 24.1% of the students chose to repeat words after the teacher with good pronunciations and 22.4% of them chose to complete missing sentences or paragraphs with some words that are provided.

For a grammar exercise, the students chose to have an error recognition task and to write sentences based on a certain pattern. It is shown in the table that 36.8% of the students chose to have an error recognition task and 36.8% of them chose to write sentences based on a certain pattern.

For the setting in doing the task, the students preferred to work in groups and in pairs. It can be seen in the table that 53.2% of the students wanted to work in groups and 25% of them wanted to work in pairs.

In terms of teacher role, the students wanted the teacher to give an example before asking them to do a task and to observe them in doing a task. The table shows that 49% of the students wanted the teacher to give an example before asking them to do the task and 20.4% of them wanted the teacher to observe them in doing the task.

In terms of student role, the students wanted to be the doers/performers and the problem solvers. It can be seen in the table that 63.2% of the students want to be the doers/performers and 23.7% of them want to be the problem solvers.

## **2. The Course Grid**

After the needs analysis had been conducted, the course grid was started to be developed. It was developed based on the result of the needs analysis and the curriculum of vocational secondary school for elementary level (Grade XI) in the second semester. The materials were developed based on this course grid.

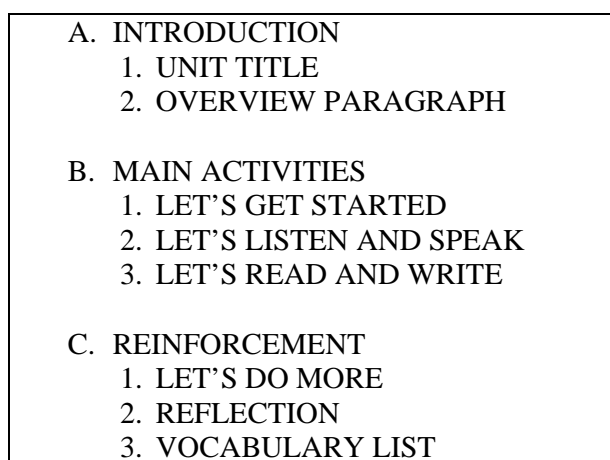
The contents of the course grid are basic competences, topics, unit titles, characters, language functions, input texts, language focuses, activities, and achievement indicators. They were developed under the basic competence of communicating through English at the elementary level. The course grid can be seen in Appendix G.

## **3. The Design of the Materials**

After the course grid had been written, the materials were started to be developed. There are three units of materials that were developed. Each unit

contains the same parts; introduction, main activities, and reinforcement. The design of the materials is presented in Figure 4.1.

The introduction consists of a unit title and an overview paragraph. The unit title is in the form of an expression that will be learnt in the unit. It also shows the topic of the unit. The overview paragraph contains a short description of the unit of materials which provides general information about it.



**Figure 4.1: The Design of the Materials**

The main activities consist of tasks which are divided into three sections namely *Let's Get Started*, *Let's Listen and Speak*, and *Let's Read and Write*. The first section is *Let's Get Started* section which is a warming up task. The next section is *Let's Listen and Speak* section which covers the tasks for listening and speaking skills (oral cycle). It consists of 5 tasks. The third section is *Let's Read and Write* section which contains 6-8 tasks for reading and writing skills (written cycle). At the end of each cycle there is *Today's Quote*. It contains a quotation to build the students' character.

The reinforcement is divided into three sections; they are *Let's Do More*, *Reflection*, and *Vocabulary List*. The *Let's Do More* section is in the form of tasks

which require students to implement their knowledge from the unit in a more independent way. This section consists of two free guided tasks. The next section, *Reflection*, is intended to measure how much improvement that has been made by the students after learning English in the unit. It requires the students to give a check in the available column based on their improvement. The last section, *Vocabulary List* covers the glossary in the unit.

#### **4. The First Draft of the Materials**

The first draft of the materials was developed referring to the unit design that has been presented in Figure 4.1. The draft can be seen in Appendix G, while the descriptions of each unit of the first draft of the materials are presented below.

##### **a. The Description of Unit 1**

The first unit is *You Should Apply for this Job*. The title is an expression of giving suggestion which is one of language functions in this unit. It also represents the topic that is applying for a job. Beneath the title, there is an overview paragraph which contains the learning objectives.

The first section is *Let's Get Started*. There is one task in this section, that is Task 1. This task contains four pictures of people in the office. It requires the students to describe the activities that are done by the people. This task aims to introduce the students to the topic, language function, and language focus of this unit.

The next section is *Let's Listen and Speak*, which consists of 5 tasks. Task 2 is a listening task that requires the students to listen to a dialogue about applying for a job and answer the questions. In the next task, Task 3, there is a dialogue

about applying for a job followed by some questions. There are some expressions of giving and asking for opinions, expressing agreement and disagreement, and giving suggestions. Those expressions are explained in Task 4 briefly. Task 5 requires the students to complete five dialogues with the suitable expressions, while Task 6 requires the students to make a dialogue in pairs based on one of the situations. In the end of this section, there is a proverb about independence in the *Today's Quote*.

The next section is *Let's Read and Write* which is the written cycle of the unit. In Task 7, there is a job vacancy and five comprehension questions. In Task 8, there are four short job vacancies and four profiles of job seekers. This task requires the students to match each job vacancy with the right job seeker. Task 9 provides an explanation about the present continuous tense. Task 10 requires the students to describe the people's activities in the pictures. In the next task, Task 11, there is an application letter and five comprehension questions. To make the students understand how to write an application letter, there is an explanation for them in Task 12. Then, Task 13 requires the students to arrange jumbled paragraphs into a good application letter. The last task in the written cycle requires the students to make an application letter based on a job vacancy. At the end of this section, there is a proverb about independence.

The next section of this unit, *Let's Do More*, contains free production tasks. Task 15 requires the students to make a dialogue using the expressions they learn in Unit 1, while Task 16 requires them to write five sentences describing people's activity in the office. The *Reflection* section facilitates the students to

measure their improvement after learning English in Unit 1. The aspects that are measured include asking for opinions, giving opinions, agreeing, disagreeing, giving suggestions, describing one's activity, and writing an application letter. In the last section there is glossary that is presented in *Vocabulary List*.

#### **b. The Description of Unit 2**

The title of Unit 2 is *Turn off the Printer*. It represents the language function that would be learned; giving instructions. It also shows the topic of the unit that is about office machine. Beneath the title, there is a paragraph that contains the learning objectives of Unit 2.

In the *Let's Get Started* section, there are four pictures of office machines. Task 1 requires the students to mention the name of the machines and to discuss how to operate the machines. It aims to introduce them to the topic, the language function, and the language focus in Unit 2.

In the *Let's Listen and Speak*, there are five tasks. Task 2 is a listening task that requires the students to listen to a monologue on how to operate a printer and answer the T/F questions. Task 3 requires the students to read a dialogue on how to fix a printer paper jam and answer five questions in pairs. The explanation of asking for and giving instructions is explained in Task 4 briefly. In Task 5, there are five missing dialogues to be completed. Task 6 requires the students to make a dialogue in pairs based on one of the situations. The *Today's Quote* in this section is about carefulness.

There are five tasks in the *Let's Read and Write* section. In Task 7, there is a procedural text about sending a fax followed by five comprehension questions.



Task 8 provides the explanation of procedural texts including the generic structure and the language feature. Task 9 requires the students to find the imperative verbs and the transitional markers of a procedural text. In Task 10, there is a jumbled procedural text to be arranged in order. Task 11 facilitates the students to make a procedural text based one of the given situations. The proverb in this section is about carefulness.

The next section, *Let's Do More*, consists of two tasks. Task 12 requires the students to make a dialogue on how to use an office machine, while Task 13 requires them to make a procedural text on how to operate an office machine. The “Reflection” section facilitates the students to measure their improvement after learning English in Unit 2. The aspects are asking for instructions, giving instructions, understanding imperative sentence, using transitional markers and writing a procedural text. In the last section there is a glossary of technical terms that is presented in *Vocabulary List*.

### **c. The Description of Unit 3**

The title of Unit 3 is *The Meeting Room is on the Fourth Floor*. It represents the language functions that will be learned in the unit that is giving directions. The topic of this unit is office meetings. There is a paragraph containing the learning objectives after the title.

Task 1 in the *Let's Get Started* section provides the students with a picture of people having an office meeting. It aims at introducing the students to the topic of the materials. There students are asked to answer the questions about the picture in pairs.

There are seven tasks in the *Let's Listen and Speak* section. Task 2 requires the students to listen to a dialogue about giving directions in the office and answer the multiple choice questions. In Task 3, there is a dialogue followed by five T/F questions. In Task 4, there is an explanation about the expressions in asking for and giving directions. Task 5 requires the students to complete five missing dialogues. Task 6 requires the students to make a dialogue based on the situation in pairs. In this section the *Today's Quote* is about punctuality.

The next section is *Let's Read and Write*. There are eight tasks in this written cycle. Task 7 provides the students with a text talking about the secretary's responsibilities at an office meeting which contains a list of things to do at a meeting followed by five comprehension questions. There is an explanation about passive voice in Task 8. Task 9 and Task 10 aim at improving students' understanding in constructing a passive voice sentence. Task 9 is a guided task, while Task 10 is a semi guided task. Task 11 requires the students to read a memo and answer five comprehension questions that follow. An explanation about how to write a memo and a list of certain things is given in Task 12. Task 13 requires the students to correct three memos with some mistakes in the punctuations and structure and then rewrite them correctly. Task 14 requires the students to write two memos which contain a list of certain things based on the situations. Both of Task 13 and Task 14 aim at improving students' understanding on writing a memo and a list of certain things. The quotation of this section is about punctuality.

The *Let's Do More* section consists of two tasks. Task 16 requires the students to make a dialogue based on three situations, while Task 17 requires them to write a memo that consists of a list of certain things. The *Reflection* section facilitates students to measure the improvement they made after learning English in Unit 3. The aspects to be measured are asking for directions, giving directions, constructing passive sentences, making a list of certain things and writing a memo. In the last section there is a glossary of technical terms that is presented in *Vocabulary List*.

## 5. The Review of the First Draft by The Expert

After all units had been developed, the materials were reviewed by an expert on language teaching. A lecturer of English Education Department was asked to review the materials. The notes of the review from the reviewer can be seen in Appendix F.

### a. The Evaluation and the Revision of Unit 1

The evaluation and the revision of the first draft of Unit 1 can be seen in the table below, while the revised materials can be seen in Appendix G.

**Table 4.3: The Evaluation and the Revision of the First Draft of Unit 1**

Tasks	Evaluation	Revision	Purpose
Task 1	The pictures (Picture 1.2 and 1.4) do not represent the real situation of Indonesian office.	Revising the pictures.	To make them represent the real situation in Indonesian office.
	The source of the picture should not be typed directly after the number of the picture. People may think that the source is the description of the picture.	Typing the sources of the pictures in a separated page.	To make the pictures clear.
Task 2	The vocabulary provided before the dialogue is not	Revising the capitalization.	To make the punctuation

Tasks	Evaluation	Revision	Purpose
	typed correctly (the capitalization)		correct.
	There is a wrong use of the word 'mean' in "What does Mr. Sigit imply...?", because there is no implied meaning.	Changing the word 'imply' into 'mean'.	To make the question understandable.
Task 3	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
	The picture does not represent the real situation in Indonesian offices.	Revising the picture.	To make it represent the real situation of Indonesian office.
	There are some unfamiliar expressions in the input text.	Revising the expressions.	To make the input understandable.
	There is a wrong use of the word 'mean' in "What does Dina imply?", because there is no implied meaning.	Changing the word 'imply' into 'mean'.	To make the question understandable.
Task 4	There are too many expressions provided to the students.	Omitting some expressions.	To make the students easier in understanding the expressions.
Task 7	There are some grammar mistakes in the job vacancy.	Revising the grammar.	To make the job vacancies illegible.
Task 8	There are some grammar mistakes in the input text.	Revising the grammar.	To make the input text illegible.
	The names of the characters (the job seekers) do not represent the real situation of Indonesian life.	Changing the foreign names into Indonesian names.	To make the input represent the real situation of Indonesian life.
Task 10	The instruction is not clear.	Revising the instruction.	To make the instruction understandable.
	The pictures do not represent the real situation of Indonesian office.	Revising the pictures.	To make them represent the real situation in Indonesian office.

### b. The Evaluation and the Revision of Unit 2

The evaluation and the revision of the first draft of Unit 2 can be seen in the table below, while the revised materials can be seen in Appendix G.

**Table 4.4: The Evaluation and the Revision of the First Draft of Unit 2**

Tasks	Evaluation	Revision	Purpose
Task 1	The source of the picture should not be typed directly after the number of the picture. People may think that the source is the description of the picture.	Typing the sources of the pictures in a separated page.	To make the pictures clear.
Task 2	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
Task 3	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
	The names of the characters involved in the dialogue do not represent the real situations in Indonesian office.	Revising the names of the characters.	To make the dialogues represent the real situation of Indonesian office.
Task 7	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
Task 10	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.

### c. The Evaluation and the Revision of Unit 3

The evaluation and the revision of the first draft of Unit 3 can be seen in the table below, while the revised materials can be seen in Appendix G.

**Table 4.5: The Evaluation and the Revision of the First Draft of Unit 3**

Tasks	Evaluation	Revision	Purpose
Task 1	The picture does not represent the real situation of Indonesian office meeting.	Revising the picture.	To make them represent the real situation in Indonesian office meeting.
	The source of the picture	Typing the	To make the

Tasks	Evaluation	Revision	Purpose
	should not be typed directly after the number of the picture. People may think that the source is the description of the picture.	sources of the pictures in a separated page.	pictures clear.
Task 2	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
	The source of the picture should not be typed directly after the number of the picture. People may think that the source is the description of the picture.	Typing the sources of the pictures in a separated page.	To make the pictures clear.
Task 4	There are too many expressions provided to the students.	Omitting some expressions.	To make the students easier in understanding the expressions.
Task 7	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
Task 11	The vocabulary provided before the dialogue is not typed correctly (the capitalization)	Revising the capitalization.	To make the punctuation correct.
Task 13	The instruction is not clear. The sentence	Revising the instruction.	To make it more understandable.

## 6. The Try-out of the Second Draft to the Students

After the first draft of the materials was revised into the second draft based on the review from the reviewer, the materials were tried-out to the students. The try-outs were held on 5<sup>th</sup>, 7<sup>th</sup>, and 15<sup>th</sup>, April 2011. At the end of each try-out, the questionnaire to gain students' responses on the effectiveness of the materials was distributed. Some students were interviewed to support the data from the questionnaire.

### a. The Try-out of Unit 1

The try-out of Unit 1 was conducted on April 5<sup>th</sup>, 2011. There were 34 students attending the try-out. The field note of the try-out can be seen in Appendix E.

### 1) The Evaluation of Unit 1

After the try-out of Unit 1 had been conducted, the questionnaire to know the students' responses on the effectiveness of Unit 1 was distributed. The results of the questionnaire were used to evaluate the materials. To support the data from the questionnaire, some students were interviewed. The computation of the questionnaire is available in Appendix D, while the interview transcript is in Appendix F. The descriptive statistics of the students' responses on the effectiveness of Unit 1 is presented in Table 4.6.

**Table 4.6: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 1**

No.	Statement	N	Mean	Category
1.	The materials are able to help students in increasing their ability in English which is related to their background study and their needs.	34	4.15	Good
2.	All tasks in Unit 1 are able to support students in preparing themselves to have the real workplace.	34	4.03	Good
3.	Unit 1 facilitates students to build their characters of independence and cooperation through the activity and the 'Today's Quote'.	34	4.24	Very good
4.	The materials input in Unit 1 are various.	34	3.94	Good
5.	The activities in Unit 1 are various.	34	4.05	Good
6.	All tasks in Unit 1 are arranged well, from the dependent tasks to the independent ones.	34	4.18	Good
7.	The vocabulary list helps students understand the materials.	34	4.18	Good
8.	The language used in Unit 1 is understandable.	34	4.32	Good

No.	Statement	N	Mean	Category
9.	The instruction in each task is clear, so that it is understandable.	34	4.18	Good
10.	The appearance of Unit 1 is eye-catching.	34	4.21	Very Good
11.	The reflection section (My Reflection) helps student measure their understanding toward the materials of Unit 1.	34	4.09	Good
12.	The title of Unit 1 helps students to predict what topic they will learn.	34	4.09	Good
13.	The overview paragraph of Unit 1 helps students to know the objective of the learning process.	34	3.91	Good

Based on the table above, it can be seen that most of the statements are in the good category (with the mean values in range of  $3.4 < X \leq 4.2$ ), while the rests are in the very good category (with the mean values in range of  $X > 4.2$ ). Therefore, it can be concluded that generally the materials of Unit 1 were well-developed. This conclusion is supported by the the interview and the field note.

Unit 1 could accomplish its goal to help the students improve their English skills related to their study program. It also can be seen in the transcript below.

- R : *Secara keseluruhan, materi ini membantu meningkatkan kemampuan Bahasa Inggris kalian sesuai jurusan kalian gak?* (In general, do you think this materials help you improve your English skills related to your study program?)
- S : *Uhhh.. Ya iya, Mbak. Kan kita tadi ada latihan-latihan, jadinya kemampuan meningkat.* (Yes. We have done some exercises, therefore our skills improved).
- S : *Iya Mbak. Tur ini kan materinya berhubungan sama jurusan kita. Membicarakan kantor, surat, dan lain-lain. Eh, iya kan..* (Yes. Moreover, the materials are relevant to our study program. They are talking about office, letters, and many more.)

Appendix F /Interview 1



The appearance of the materials was interesting. In addition, the interesting materials influenced the students' attractiveness towards the activities of the materials. It can be seen in the interview transcript below.

- R : *Oohh, gitu.. Okay.. Trus dari tampilannya, menarik gak?* (What about the appearance? Is it interesting?)
- S : *Menarik, Mbak. Hehe. Secara ini berwarna..* (Yes, it is. It is colourful.)
- S : *Biasanya kan kita mendapat modul hitam-putih itu..* (We usually use black and white modules).
- R : *Sip. Trus kalau aktivitas gimana? Menarik? Gampang? Susah? Atau gimana?* (Okay. What about the activities?)
- S : *Kalau latihannya.. Hmm, gak sulit sih Mbak. Ya..gampang asal kita memperhatikan. Hehe.* (Not difficult. It's easy if we do the activities seriously.)
- R : *Oww..hehe. Lha menarik tidak?* (Is it interesting anyway?)
- S : *Hmm, ya cukup menarik. Pertama, yang menarik itu karena kertasnya warna. Hhehe. Kalau udah tertarik, kan kita jadi semangat mengerjakan aktifitasnya tadi. Hmm.. Mudah dipahami, soalnya kita sering berlatih seperti itu.* (Hmm, interesting enough. I was interested in the appearance; therefore I was attracted to do the activities. They are understandable since we have got used to do such activities.)

#### Appendix F/ Interview 1

The title of the unit was effective to help the students predict what they were going to learn. The overview paragraph which contains the learning objectives was also useful for the students. It is stated in the following interview transcript and field note.

- R : *Oke.. Oke.. Oh ya, balik lagi ke judul. Dari judulnya 'You Should Apply for this Job' ini, apakah memberikan gambaran tentang apa yang akan kalian pelajari?* (Okay. Does the title of the unit represent what you learn?)
- S : *Yap. Ini kan anu mbak, suggesting tadi.* (Yes. It shows the expression of 'giving suggestion'.)
- S : *Trus juga menyebut 'job'. Pekerjaan.* (It also talks about job).
- R : *Oke.* (Okay.)
- S : *Trus di bawahnya ini kan udah ada keterangan mbak.. Di paragraph ini diterangkan apa yang akan kita pelajari dan lain-lain.*

(Moreover, there is an overview paragraph beneath the title. In this paragraph, we were shown what we were going to learn.)

Appendix F/Interview 1

The teacher asked the students what they were going to learn. Most of them answered that they were going to learn about job application. The rest stated that they were going to learn about giving suggestions. When answering the questions they read the unit title and the overview paragraph. (Appendix E/Field note 1)

The materials of Unit 1 could improve students' characters of independence and cooperation through the activities and the 'Today's Quote'.

This statement is supported by the following interview transcript.

- R : *Trus, di materi ini kan kalian mempelajari tentang melamar pekerjaan, menyampaikan pendapat, dan memberi saran juga. Nah, menurut kalian apakah ada nilai-nilai kemandirian yang bisa kalian ambil dari sini? Juga dari 'Today's Quote' nya ini, tentang independence gitu? (In these materials you learned about how to apply for a job, how to give opinions, and how to give suggestions as well. There is also a proverb about independence. Does this unit facilitate you to build your character of independence?)*
- S : *Hmm, mungkin karena nanti setelah lulus kan kita langsung kerja gitu ya Mbak. Jadinya ya kita belajar mandiri dengan cara melamar pekerjaan dimana-mana gitu ya.. (Yes, it does. After graduating from this school we will apply for jobs. It means that we should be independent.)*
- S : *Trus ini quotationnya juga tentang independence.. Ini juga bermanfaat buat kita. (This quotation is also useful for us.)*
- R : *Kan kebanyakan kalian diminta kerja berkelompok dan berbasangan. Nah, apakah dari situ kalian bisa meningkatkan kemampuan kerjasama? (You worked in groups and in pairs. Could those settings facilitate you to improve your cooperation skill?)*
- S : *Iya tentu Mbak. (Yes, sure)*

Appendix F/Interview 1

#### a) Task 1

Task 1 aims at introducing the students to the topic of Unit 1. It requires the students to discuss four pictures of activities in the office. Below is the

descriptive statistic of the students' responses on the effectiveness of Task 1 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.7: The Descriptive Statistic of Students' Responses on the Effectiveness of Task 1 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.00	Good
Input	34	4.03	Good
Activity	34	4.03	Good
Student role	34	4.17	Good
Setting	34	4.03	Good
Teacher role	34	4.03	Good

Based on the table above, the goal of Task 1 could be accomplished by conveying the mean value of 4.00. It means that Task 1 was effective to introduce the students to the topic of Unit 1. It is in line with the interview transcript below.

- R : *Task 1 ya.. Di Task 1 ini kita belajar apa?* (What did we learn in Task 1?)  
 S : *Ya. kita belajar macam-macam kegiatan orang di kantor tu ngapain. Kita dikenalkan tentang ekspresi yang akan kita pelajari, dikenalkan tentang topiknya* (We learned about people's activities in the office. We were introduced to some expressions and to the topic of the unit)  
 Appendix F/Interview 1

The table shows that the mean value of the input of Task 1 is 4.03 and is in the good category. It means that the pictures were understandable and relevant to the students' interests. This statement is supported by the interview transcript below.

- R : *Nah, gambar-gambarnya itu gimana? Apakah membantu?* (What about the pictures? Are they helpful?)  
 S : *Yah jelas. Kalau ada gambar kan lebih menarik. Jadinya lebih senang bacanya.* (Surely. The pictures are interesting. Therefore, I enjoyed reading it.)

## Appendix F/Interview 1

Based on the table, the activity of Task 1 is in the good category with the mean value of 4.03. It means that the activity in Task 1 was interesting and it also could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Dari Task 1 ini apakah kalian jadi termotivasi untuk belajar B.Inggirs?* (Through this task, are you motivated to learn English?)  
 S : *Hmm, iya. Kan jadi ingin tau lebih banyak.* (Yes. It makes me want to know more.)

## Appendix F/Interview 1

The teacher role and student role were also effective. It is shown in the table that the mean values are 4.17 for the student role and 4.03 for the teacher role. It is supported by the interview transcript below.

- R : *Trus tadi, apa peran kalian di Task 1?* (Then, what was your role in Task 1)  
 S : *Peran? Ehmm.. Ya jadi yang berdiskusi, mengerjakan.. Kan mbaknya yang mengatur..memimpin kita.* (We were the persons who did the task. You were the person who organized the class.)

## Appendix F/Interview 1

Based on the table, the setting of Task 1 is in the good category with the mean value of 4.03. It means that this task was effective to be done in groups. It is supported by the following transcript.

- R : *Di task ini, kalian memang suka berdiskusi dengan kelompok kayak tadi atau gimana?* (In this task, do you like to work in groups?)  
 S : *Kalau saya suka bareng-bareng berkelompok kayak tadi. Kan kita jadi bisa diskusi, tanya sama temen kelompok kalau bingung.* (I like working in groups. We could discuss the task together, we could ask our friends in groups when we got confused.)

## Appendix F/Interview 1

### b) Task 2

Task 2 requires the students to listen to a dialogue and answer the questions that follow. Below is the descriptive statistic of the students' responses on the effectiveness of Task 2 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.8: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 1 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.94	Good
Input	34	4.00	Good
Activity	34	4.23	Very good
Student role	34	4.15	Good
Setting	34	4.17	Good
Teacher role	34	4.09	Good

Based on the table above, the goal of Task 2 could be accomplished by conveying the mean value of 3.94. It means that this task was effective to improve students' English skills, especially the listening skill. It is in line with the following interview transcript.

- R : *Apakah task ini efektif untuk meningkatkan kemampuan listening kalian yang berkaitan dengan jurusan kalian? (Is this task effective to improve your listening skill related to your study program?)*
- S : *Iya.. Kan ini masih seputar job-job gitu kan. Trus latihan mendengarkan, mengidentifikasi ekspresi, kemudian menjawab pertanyaan ini. (Yes it is. It is about job, right? We did listening, identifying, and answering questions..)*

Appendix F/Interview 1

The table shows that the input of Task 2 in the good category with the mean value of 4.00. It means that the input in this task was understandable and relevant to the students' interests. It is supported by the following transcript.

- R : Menurut kalian, Task 2 ini gimana? (What do you think about Task 2?)
- S : Tidak sulit. Dialognya masih seputar *applying for a job*. Trus.. juga sudah ada bantuan kata-kata sulitnya di sini. (It's not difficult. The dialogue is still about applying for a job. And..there is vocabulary provided to help us)
- S : Ini untuk latihan mendengarkan. Kan biasanya siswa kesulitan menyimak.. Tapi kalau dialognya singkat dan seputar topik seperti ini, kita akan mudah mengerti. (It is for listening exercise. Students usually have difficulty in listening. But if the dialogue is brief and still about the topic like this one, it will be understandable.)

Appendix F/Interview 1

It can be seen in the table that the activity in Task 2 is in the very good category with the mean value of 4.23. It means that the activity was understandable and could motivate the students to learn English. It is in line with the following interview transcript.

- R : Menurut kalian, Task 2 ini gimana? (What do you think about Task 2?)
- S : Tidak sulit. Dialognya masih seputar *applying for a job*. Trus.. juga sudah ada bantuan kata-kata sulitnya di sini. (It's not difficult. The dialogue is still about applying for a job. And there is vocabulary provided to help us)
- S : Ini untuk latihan mendengarkan. Kan biasanya siswa kesulitan menyimak.. Tapi kalau dialognya singkat dan seputar topik seperti ini, kita akan mudah mengerti. (It is for listening exercise. Students usually have difficulty in listening. But if the dialogue is brief and still about the topic like this one, it will be understandable.)

Appendix F/Interview 1

Based on the table above, the teacher role and student role in this task are in the good category with the mean values of 4.15 and 4.03. It means that the student role and the teacher role were effective (the students as the doers while the teacher as the facilitator). This statement is line with the following interview transcript.

- R : *Peran guru dan siswanya?* (How about the student role and the teacher role?)
- S : *Tadi apa ya.. Kita mengerjakan, trus gurunya ini memberikan input..* (The students do the task and the teacher gives the input.)
- Appendix F/Interview 1

It is shown in the table that the setting in doing the task was also in the good category with the mean value of 4.17. It means that this task was effective to be done individually. It is emphasized by the transcript below.

- R : *Untuk Task 2 ini kan mengerjakannya secara individu. Bagaimana pendapat kalian? Apakah efektif?* (In Task 2 you work individually. What do you think about it? Is it effective?)
- S : *Efektif Mbak. Kalau mendengarkan kan paling enak secara individu. Kalau berpasangan nanti malah bingung.* (It is effective. It works best when we listen to a recording individually. We will be confused if we have to do it in pairs).
- Appendix F/Interview 1

### c) Task 3

Task 3 requires the students to read a dialogue, to answer the questions, and to act the dialogue out. Below is the descriptive statistic of the students' responses on the effectiveness of Task 3 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.9: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 3 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.00	Good
Input	34	4.06	Good
Activity	34	4.12	Good
Student role	34	4.17	Good
Setting	34	4.06	Good
Teacher role	34	4.09	Good

Based on the table, the goal of Task 3 could be accomplished by conveying the mean value of 4.00. It means that the task was effective improve students' English skills, especially in speaking. It is emphasized by the following interview transcript.

- R : *Ke Task 3 ya.. Nah, Task 3 ini menurut kalian gimana?* (What do you think about Task 3?)
- S : *Task 3.. Untuk latihan speaking. Ya jadinya ada kemampuan baru di speaking gitu. Dialognya mudah dipahami, sesuai tema, dan tidak terlalu panjang.. Trus.. Latihannya juga mudah dipahami..* (Task 3 is for speaking activity. I feel that my speaking skill improved. The dialogue is understandable and relevant to the topic. It is not too long. Then, the activity is also understandable.)

Appendix F/Interview 1

In terms of input, Task 3 is in the good category with the mean value of 4.06. It means that the input of this task was understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Ke Task 3 ya.. Nah, Task 3 ini menurut kalian gimana?* (What do you think about Task 3?)
- S : *Task 3.. Untuk latihan speaking. Dialognya mudah dipahami, sesuai tema, dan tidak terlalu panjang.. Trus.. Latihannya juga mudah dipahami..* (Task 3 is for speaking activity. I feel that my speaking skill improved. The dialogue is understandable and relevant to the topic. It is not too long. Then, the activity is also understandable.)
- R : *Apa dialognya dan latihannya menarik?* (Are the dialogue and the activity interesting?)
- S : *Hmm. Biasa aja sih Mbak. Sudah biasa mengerjakan seperti ini.* (There is nothing special, Mam. We usually do an activity like this.)

Appendix F/Interview 1

In terms of activity, Task 3 is in the good category with the mean value of 4.12. It means that the activity was understandable and could motivate the students to learn English. This statement is also emphasized by the following interview transcript.



- R : *Ke Task 3 ya.. Nah, Task 3 ini menurut kalian gimana?* (What do you think about Task 3?)
- S : *Task 3.. Untuk latihan speaking. Dialognya mudah dipahami, sesuai tema, dan tidak terlalu panjang.. Trus.. Latihannya juga mudah dipahami..* (Task 3 is for speaking activity. I feel that my speaking skill improved. The dialogue is understandable and relevant to the topic. It is not too long. Then, the activity is also understandable.)
- R : *Apa dialognya dan latihannya menarik?* (Are the dialogue and the activity interesting?)
- S : *Hmm. Biasa aja sih Mbak. Sudah biasa mengerjakan seperti ini.* (There is nothing special, Mam. We usually do an activity like this.)
- Appendix F/Interview 1

In terms of student role and teacher role, Task 3 is in the good category with the mean values of 4.17 and 4.09. The students were the doers, while the teacher was the controller. This statement is in line with the following interview transcript.

- R : *Bagaimana dengan peran guru dan siswanya di Task ini?* (What do you think about the teacher and the student roles in this task?)
- S : *Tadi tu.. Kita kan yang ngerjain tasknya. Trus gurunya mengamati ya..* (We did the task, while the teacher observed our work, right?)
- Appendix F/Interview 1

In terms of setting, the table shows that Task 3 is in the good category with the mean value of 4.06. It means that Task 3 was effective to be done in pairs. It is supported by the following interview transcript.

- R : *Ini tasknya dikerjakan secara berpasangan kan ya.. Menurut kalian gimana? Sudahkah efektif?* (This task was done in pairs. What do you think about it? Is it effective?)
- S : *Yak. Kan ini bentuknya dialog, jadi ya lebih enak kalau berdua.* (Yes, it is effective. It is a dialogue, and it is easier to deal with a dialogue in pairs)
- Appendix F/Interview 1

#### **d) Task 4**

Task 4 facilitates students to learn about some expressions in giving and asking for opinion, agreeing and disagreeing, and giving suggestion. Below is the descriptive statistic of the students' responses on the effectiveness of Task 4 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.10: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 4 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.09	Good
Input	34	3.94	Good
Activity	34	4.03	Good
Student role	34	4.03	Good
Setting	34	4.03	Good
Teacher role	34	4.03	Good

Based on the table, the goal of Task 4 could be accomplished by conveying the mean value of 4.09. It means that this task was effective to give the students an explanation about the language function. This statement is in line with the interview transcript below.

- R : Menurut kalian apakah Task 4 ini bisa membuat kalian jelas tentang penggunaan ekspresi-ekspresi ini? (Could Task 4 help you understand the use of those expressions?)
- S : Yes. Ya kan disini diminta memahami penjelasannya. Jadi ya bisa lebih ngerti gitu. (Yes, it could. We were asked to study the explanation; therefore we got more knowledge on it.)

Appendix F/Interview 1

In terms of input, it is shown in the table that Task 4 is in the good category with the mean value of 3.94. It means that the explanation on the language function (as the input) was understandable and relevant to the students' interests. However, some students wanted more examples of

expressions to be added in the explanation. This statement is in line with the following interview transcript.

- R : *Kalo Task 4 ini? Menurut kalian, penjelasan di Task 4 ini bagaimana?* (What do you think about the explanation in Task 4?)  
 S : *Sudah jelas kok Mbak, ada contoh-contohnya juga.* (That's understandable, Mam. There have been some examples for us.)  
 S : *Tapi lebih baik lagi kalau ditambah contoh-contoh expresinya. Kan kalau yang I think, in my opinion, kayak gitu udah biasa.* (But it will be better if you add more expressions. The expressions like 'I think', 'In my opinion' are very common.)

Appendix F/Interview 1

Based on the table, the activity in Task 4 is in the good category with the mean value of 4.03. It means that the activity was understandable and could motivate the students to learn English. This statement is in line with the interview transcript below.

- R : *Oh gitu.. Tapi tadi tak ada kesulitan kan..* (There's no difficulty in this task, right?)  
 S : *Ya enggak Mbak, kan cuma memahami.* (No difficulty. We just need to study the explanation.)

Appendix F/Interview 1

The table shows that the student role and the teacher role are in the good category by conveying the mean value of 4.03. It means that the student role and the teacher role in Task 4 were effective; the students were as the doers while the teacher was as the facilitator. It is supported by the following interview transcript.

- R : *Bagaimana dengan student role dan teacher rolenya?* (What is your opinion about the student role and the teacher role?)  
 S : *Sudah efektif ya, udah baik. Tadi gurunya membantu menjelaskan ininya..* (It was effective. You helped us understand the explanation.)

Appendix F/Interview 1

In terms of setting, Task 4 is in the good category with the mean value of 4.03. It means that this task was effective to be done in groups. This statement is in line with the interview transcript below.

- R : *Nah.. Tadi kan kalian memahami penjelasannya secara berkelompok. Gimana menurut kalian, efektif gak?* (You worked in group when understanding the explanation. What do you think about this?)
- S : *Hmmm, enak juga Mbak. Jadi bisa tanya ke temen-temen kalau ada yang gak paham. Kalau saling menjelaskan itu kan malah enak mbak memahaminya. Kalau ada teman yang pinter, kan kita jadi tertantang gitu. hehe* (Hmm, it was effective. I could ask my friends when there's something I did not understand. When my friend understands the materials well, I will be challenged to understand them too.)

Appendix F/Interview 1

#### e) Task 5

Task 5 requires the students to complete five dialogues with correct expressions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 5 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.11: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 5 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.01	Good
Input	34	3.99	Good
Activity	34	4.06	Good
Student role	34	4.09	Good
Setting	34	4.08	Good
Teacher role	34	3.79	Good

Based on the table above, the goal of Task 5 could be accomplished by conveying the mean value of 4.01. It means that this task could facilitate the

students to use the expressions they learn effectively. It is emphasized by the following interview transcript.

- R : *Di Task 5 ini kalian ngapain?* (What are you supposed to do in Task 5?)  
 S : *Ya ini Mbak, melengkapi dialogue. Latihan menggunakan ekspresi-ekspresi tadi.* (Completing dialogues, Mam. Practicing using the expressions.)

Appendix F/Interview 1

In terms of input, the table shows that Task 5 is in the good category with the mean value of 3.99. It means that the input of this task was understandable and relevant to the students' interests. This statement is supported by the interview transcript below.

- R : *Okeee. Trus dialognya itu gimana? Mudah dipahami? Masih sesuai topic? Atau gimana?* (What about the dialogues? Are they understandable and relevant to the topic?)  
 S : *Mudah dipahami dan masih sesuai topic sih Mbak. Ini kan masih ngomongin kerja-kerja gitu. Trus ini juga udah ada keterangan di dalam kurung itu yang membantu.* (They are understandable and relevant to the topic since they are still talking about job. Moreover, there have been notes in the brackets to help us).

Appendix F/Interview 1

In terms of activity, Task 5 is in the good category by conveying the mean value of 4.06. It means that the activity of this task was considered understandable and could motivate the students to learn English. This statement is emphasized by the following interview transcript.

- R : *Kalau gitu, gak ada kesulitan dong di task ini?* (So, there is no difficulty in this task, right?)  
 S : *So far so good. Eh, hehe. Nggak Mbak, gak ada kesulitan..* (So far so good. Eh, hehe. No difficulty, Mam.)

Appendix F/Interview 1

In terms of student role and teacher role, Task 4 is in the good category by conveying the mean values of 4.09 and 3.79. It means that the student role and the teacher role in this task were considered effective. In this task, the students were the doers while the teacher was the observer. This statement is supported by the following interview transcript.

- R : *Di task ini peran kalian kan sebagai partisipan yang mengerjakan task, sedangkan aku tadi sebagai guru perannya tu observer. Yah, memeriksa kalian dalam mengerjakan task. Nah, menurut kalian, itu tadi peran-perannya udah bagus apa belum?* (In this task, you were the participants who did the task and I was the observer. What do you think about those roles?)
- S : *Hmm.. Bagus sih. Yang penting kan tadi kita ngerjain, Mbaknya yang ngececk gitu.* (That was good. We did the task, and you observed our work).

Appendix F/Interview 1

In terms of setting, Task 5 is in the good category with the mean value of 4.08. It means that this task was effective to be done in groups. It is in line with the interview transcript below.

- R : *Yap. Trus di task ini kan kalian diminta ngerjain secara berkelompok kan. Itu pas belum sama aktivitasnya?* (In this task, you were required to work in groups. What do you think about it?)
- S : *Gak papa. Kalau aku lebih enak berkelompok tadi, bisa saling menjelaskan.* (That's okay. I prefer to work in groups, since we can explain the materials to each other.)

Appendix F/Interview 1

#### **f) Task 6**

Task 6 requires the students to make a dialogue based on one of the situations in pairs. Below is the descriptive statistic of the students' responses on the effectiveness of Task 6 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.12: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 6 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.07	Good
Input	34	3.90	Good
Activity	34	4.03	Good
Student role	34	4.06	Good
Setting	34	3.99	Good
Teacher role	34	4.00	Good

It can be seen in the table that the goal of Task 6 is in the good category with the mean value of 4.07. It means that the goal of this task could be accomplished by facilitating the students to make a dialogue using the expressions of asking for and giving opinions, agreeing and disagreeing, and giving suggestions. It is supported by the following interview transcript.

- R : *Dari Task 6 ini, apa yang kalian dapat?* (What did you get from Task 6?)
- S : *Ya.. Latihan membuat dialog menggunakan ekspresi-ekspresi tadi. Jadinya, kita bisa menggunakan ekspresi tersebut secara lebih..lebih lengkap gitu lho Mbak. Kalau di task sebelumnya kan baru melengkapi.. Kalo di sini kan kita yang membuat dialognya.* (In this task we learned to use the expressions in a more independent way. I mean, in the previous task we just completed some dialogues, whereas in this task we made the dialogues.)

Appendix F/Interview 1

In terms of input, Task 6 is in the good category with the mean value of 3.90. It means that the situations (as the input) were understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Ini kan ada dua situasi sebagai dasar dialog kalian. Nah, menurut kalian, situasinya mudah dipahami gak?* (There were two situations for your dialogue. Were the situations understandable?)
- S : *Mudah sih, Mbak. Kosakatanya kita sudah familiar.* (Yes, they were. We have been familiar with the vocabulary)

- R : *Oke. Kalau isinya sendiri gimana? Sesuai sama kalian?* (Okay. What about the content? Were they relevant for you?)  
 S : *He'ehm. Masih seputar topic tadi.* (Yes. Still about the previous topic)

Appendix F/Interview 1

In terms of activity, the table shows that Task 6 is in the good category with the mean value of 4.03. It means that the activity of this task was understandable and could motivate the students to learn English. However, the students needed an example of how to do the task. It is supported by the following interview transcript.

- R : *Kesulitannya di Task 6 ini apa?* (What was your difficulty in doing Task 6?)  
 S : *Apa ya? Nggak sulit sih Mbak. Kan sudah ada situasinya. Trus kita bisa lihat-lihat ekspresi mana yang tepat. Tapi..lebih mudah kalau ada contohnya Mbak. Hehe.* (There was no difficulty, Mam. The situations were helpful. Moreover, we could choose which expression is appropriate for the dialogue. But it would be better if you give us the example. Hehe.)

Appendix F/Interview 1

In terms of student role and teacher role, Task 6 is in the good category with the mean values of 4.06 and 4.00. It means that the roles (the students as the performers and the teacher as the feedback giver) were considered effective. This statement is emphasized by the interview transcript below.

- R : *Ini dialognya dibuat secara berpasangan. Bagaimana menurut kalian, udah efektif seperti ini?* (You should make the dialogue in pairs. What do you think about it? Was it effective?)  
 S : *Efektif. Kan bikin dialog, jadinya berpasangan.* (Yes, it as. We were asked to make a dialogue; that is why we should do it in pairs.)

Appendix F/Interview 1



In terms of setting, Task 6 is in the good category with the mean value of 3.99. It means that this task was effective to be carried out by the students in pairs. It is supported by the following interview transcript.

- R : *Ini dialognya dibuat secara berpasangan. Bagaimana menurut kalian, udah efektif seperti ini?* (You should make the dialogue in pairs. What do you think about? Was it effective?)  
 S : *Efektif. Kan bikin dialog, jadinya berpasangan.* (Yes, it is. We were asked to make a dialogue; that is why we should do it in pairs.)

Appendix F/Interview 1

#### g) Task 7

Task 7 requires the students to read a job vacancy and answer the questions that follow. Below is the descriptive statistic of the students' responses on the effectiveness of Task 7 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.13: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 7 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.94	Good
Input	34	3.94	Good
Activity	34	4.06	Good
Student role	34	4.06	Good
Setting	34	4.09	Good
Teacher role	34	4.09	Good

Based on the table above, it can be seen that the goal of Task 7 is in the good category by conveying the mean value of 3.94. It means that this task was effective to improve the students' reading skill related to the topic. It is in line with the following interview transcript.

- R : *Kalau tujuan dari Task 7 ini apa?* (What is the goal of Task 7?)  
 S : *Latihan memahami isi bacaan ini, job vacancy. Yaa, pemahamannya di tes lewat pertanyaan-pertanyaan ini.*

(Understanding the text, job vacancy. Hmm, our understanding is tested through these questions)

- R : *Oke, jadi ini untuk kemampuan membaca ya..* (Okay, so this is for your reading skill, right?)  
 S : *Yap.* (Yes)

Appendix F/Interview 1

In terms of input, the table shows that Task 7 is in the good category with the mean value of 3.94. It means that the job vacancy (as the input text) was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Nah, kalau bacaannya sendiri gimana? Apakah mudah dipahami dan sesuai dengan minat kalian?* (What about the text? Is it understandable and relevant to your interest?)  
 S : *Sudah familiar sih Mbak. Jadinya ya mudah memahami.* (We have been familiar with it, so it was easy for us to understand the content)

Appendix F/Interview 1

In terms of activity, the table shows that Task 7 is in the good category by achieving the mean value of 4.06. It means that the activity of this task was understandable and was able to motivate the students to learn English. It is in line with the following interview transcript.

- R : *Tadi menemukan kesulitan gak pas njawab pertanyaan?* (Did you find any difficulty in answering the questions?)  
 S : *Hmm. Enggak. Semua udah ada dibacaan.* (No, we did not. We could find the answers on the text.)

Appendix F/Interview 1

In terms of student role and teacher role, the table shows that Task 7 is in the good category by achieving the mean values of 4.06 and 4.09. It means that the roles (the students as the doers and the teacher as the facilitator) were effective. This statement is emphasized by the interview transcript below.

- R : *Di task ini kan guru berperan sebagai fasilitator yang membantu memahami input. Bagaimana pendapat kalian tentang peran ini?* (In this task, the teacher acted as a facilitator who helped you to understand the input. What do you think about this role?)
- S : *Ya tadi udah Mbak. Mbaknya kan bantu memahami isi job vacancynya kan..* (You have done that, Mam. You helped us to understand the content of the job vacancy.)

Appendix F/Interview 1

In terms of setting, Task 7 is in the good category by achieving the mean value of 4.09. It means that this task was effective to be done in pairs. This statement is in line with the interview transcript below.

- R : *Sip. Trus, ngerjainnya berpasangan kan. Itu enak gak?* (You were asked to do the task in pairs. Was it good for you?)
- S : *Ya..bisa sendiri, bisa berpasangan, bisa berkelompok. Berpasangan juga bisa..* (Yes, it was. We could do the task in pairs.)

Appendix F/Interview 1

#### h) Task 8

Task 8 requires the student to match four job vacancies with the correct job seekers. It is to improve the students' reading skill. Below is the descriptive statistic of the students' responses on the effectiveness of Task 8 of Unit 1 and the computation of the questionnaire is available in Appendix D.

**Table 4.14: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 8 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.95	Good
Input	34	4.05	Good
Activity	34	4.15	Good
Student role	34	4.18	Good
Setting	34	4.13	Good
Teacher role	34	3.90	Good

The table above shows that the goal of Task 8 is in the good category with the mean value of 3.95. It means that this task was effective to improve students reading skill, especially in scanning. It is in line with the following interview transcript.

- R : *Di task ini kalian berlatih apa?(What did you do in this task?)*  
 S : *Menjodohkan ini.. Ehm, latihan menjodohkan informasi-informasi yang pas. Misal di sini need part time, jadi kita langsung cari job seeker yang ada keterangan part timenya juga.. (Matching appropriate information. For example, if the vacancy requires a part timer, we should search the words 'part time' in the job seekers information.)*

Appendix F/Interview 1

In terms of input, Task 8 is in the good category with the mean value of 4.05. It means that the input (the situations) was understandable and relevant to the students' interests. This statement is supported by the following interview transcript.

- R : *Nah sekarang tentang inputnya. Menurut kalian, job vacancy dan informasi tentang job seeker ini menarik gak sebagai input? Trus, apakah mudah dipahami? (Now, it's about the input. In your opinion, are the job vacancies and the information about the job seekers interesting? Are they understandable?)*  
 S : *Hmm. Cukup menarik. Kan jobnya macem-macem, trus orangnya juga macem-macem. Mudah dipahami juga kok, simple kalimatnya. (Interesting enough. There are various jobs and job seekers. They are also understandable since the sentences are simple.)*

Appendix F/Interview 1

In terms of the activity, Task 8 is in the good category by achieving the mean value of 4.15. It means that the activity of this task was understandable and could motivate students to learn English. It is in line with the following interview transcript.

- R : *Ada kesulitan gak ngerjain task ini? (Is there any difficulty in doing the task?)*
- S : *Apa ya.. Enggak sih, sudah jelas perintahnya kan suruh njodohin gitu. Trus ya cukup menarik kegiatannya. (No difficulty. The instruction is clear. And the activity is interesting enough.)*

Appendix F/Interview 1

In terms of student role and teacher role, the table shows that Task 8 is in the good category by achieving the mean values of 4.18 and 3.90. It means that the roles (the students as the doers and the teacher as the facilitator) were considered effective. It is also shown in the following interview transcript.

- R : *Tadi peran guru sebagai fasilitator yang bantu menerangkan jobnya tadi,dan kan kalian sebagai yang mengerjakan task itu udah efektif belum? (Were the teacher and students roles effective?)*
- S : *Hmm.. Fasilitator.. Ya, udah Mbak. Udah kayak gitu pas. (Yes, I think, Mam. They were good.)*

Appendix F/Interview 1

In terms of setting, the table shows that Task 8 is in the good category with the mean value of 4.13. It means that this task was effective to be done in groups. This statement is in line with the interview transcript below.

- R : *Kalau setting yang mengerjakan secara berkelompok itu gimana? (What do you think about the setting in doing the task??)*
- S : *Udah bagus kok Mbak. Kalau dikerjakan berkelompok kan kita jadi kayak bersaing gitu antar kelompok gitu. Jadinya semangat. Hehe. (That was already good. Doing the task in groups makes us feel like competing in groups. That makes us motivated.)*

Appendix F/Interview 1

#### i) Task 9

Task 9 facilitates students to learn the present continuous tense through a brief explanation. Below is the descriptive statistic of the students' responses

on the effectiveness of Task 9 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.15: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 9 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.97	Good
Input	34	4.15	Good
Activity	34	4.21	Very good
Student role	34	4.18	Good
Setting	34	3.97	Good
Teacher role	34	4.15	Good

Based on the table above, the goal of Task 9 is in the good category with the mean value of 3.97. It means that this task was effective to facilitate the students to learn about the present continuous tense. It is also shown in the following interview transcript.

- R : *Sekarang Task 9. Suruh ngapain nih?* (What were you asked to do in Task 9?)  
 S : *Memahami penjelasan ini.* (Understanding this explanation).  
 R : *Trus gimana? Sudah jelas sekarang?* (Have you understood the explanation?)  
 S : *Sudah.* (Yes, we have.)

Appendix F/Interview 1

In terms of input, Task 9 is in the good category by achieving the mean value of 4.15. It means that the input (the explanation) was understandable and relevant to the students' interests. This statement is supported by the following interview transcript.

- R : *Sip. Penjelasannya gimana? Mudah dipahami?* (What do you think about the explanation? Is it understandable?)  
 S : *Mudah. Apalagi ada keterangan strukturnya kotak-kotak kayak gini. Jadi mudah.* (It is understandable. Moreover, there is an explanation about the structure in boxes. So, it's easier to understand)

Appendix F/Interview 1

Based on the table, the activity of Task 9 is in the very good category by achieving the mean value of 4.21. It means that the activity in Task 8 was very understandable and could motivate the students to learn English. It is emphasized by the following interview transcript.

- R : *Jadi, gak ada kesulitan di task ini ya?* (So, there was no difficulty in this task, right?)  
 S : *Gak ada. Mudah gitu lho Mbak dikerjakannya.* (No difficulty. It was easy.)

Appendix F/Interview 1

In terms of student role and teacher role, Task 9 is in the good category with the mean values of 4.18 for the student role and 4.15 for the teacher role. It means that the roles (the students as the doers and the teacher as the organizer) were considered effective. It is in line with the interview transcript below.

- R : What about the student role and the teacher role?  
 S : *Kalau tadi sih udah berjalan baik kan Mbak..* (The class ran well.)

Appendix F/Interview 1

In terms of setting, Task 9 is in the good category with the mean value of 3.97. It means that this task was effective to be done in groups. This statement is supported by the following interview transcript.

- R : *Oke. Kalo disini kan setting dalam memahami penjelasannya secara group. Bagaimana ini?* (What do you think about the setting?)  
 S : *Secara group gini juga gak papa. Malah bisa saling bantu, hehe.* (That's not bad. It allows us to be helpful to others.hehe)

Appendix F/Interview 1

### j) Task 10

Task 10 facilitates the students to have a grammar practice by writing present continuous sentences based on some pictures. Below is the descriptive statistic of the students' responses on the effectiveness of Task 10 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.16: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 10 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.09	Good
Input	34	3.97	Good
Activity	34	4.06	Good
Student role	34	4.18	Good
Setting	34	4.03	Good
Teacher role	34	3.97	Good

Based on the table, the goal of Task 10 is in the good category with the mean value of 4.09. It means that the task was effective for the students to improve their understanding on the use of the present continuous tense in describing an activity. It is in line with the following interview transcript.

- R : *Sekarang Task 10 ya. Pendapat kalian tentang Task 10?* (What is your opinion about Task 10?)  
 S : *Latihan membuat kalimat dengan present continuous tense berdasar gambar.* (Making present continuous sentences based on the pictures)  
 R : *Ya.. Jadi dari penjelasan tadi, kalian berlatih lewat task ini ya..* (You did this task referring to the previous explanation, right?)  
 S : *Ya* (Yes)

Appendix F/Interview 1

In terms of input, Task 10 is in the good category with the mean value of 3.97. It means that the input of this task was understandable and related to the students' interests. It is in line with the following interview transcript.



- R : *Kalau inputnya sendiri gimana? Gambar-gambarnya?* (How about the input? What do you think about the pictures?)  
 S : *Bagus. Kalau ada gambar jadinya menarik.* (Good. The pictures make the task more interesting.)

Appendix F/Interview 1

In terms of activity, Task 10 is in the good category with the mean value of 4.06. It means that the activity of this task was understandable and could motivate the students to learn English. However, based on the interview, the instruction of the task was not clear for the students. It is shown in the following interview transcript and field note.

- R : *Ada kesulitan gak di task ini?* (Was there any difficulty in this task?)  
 S : *Hmm.. Nggak sih Mbak. Sudah ada contohnya juga. Hmm, tapi perintahnya kepanjangan Mbak, muter-muter. Biasanya cuma sedikit gitu.* (No difficulty. There has been an example. However, the instruction is too long, Mam. It's not clear.)

Appendix F/Interview 1

Some students made noises after being asked to do the task. They looked confused on how to do the task. Some students asked the teacher to re-explain the instruction of the task. (Appendix E/Field note 1)

In terms of the student role and the teacher role, Task 10 is in the good category with the mean values of 4.18 for the student role and 3.97 for the teacher role. It means that those roles (the students as the doers and the teacher as the observer) were considered effective. This statement is emphasized by the following interview transcript.

- R : *Gimana dengan student role dan teacher rolenya?* (What do you think about the student role and the teacher role?)  
 S : *Kita ngerjain, gurunya meriksa gitu.* (We did the task and you observed our work.)  
 S : *Tadi sih kayak gitu Mbak, udah efektif.* (It was effective.)

Appendix F/Interview 1

In terms of setting, Task 9 is in the good category with the mean value of 4.03. It means that this task was effective to be done individually. It is supported by the interview transcript below.

- R : *Kalo tasknya enak dikerjakan secara individu seperti ini atau gimana?* (In your opinion, is the task effective to be done individually?)  
 S : Ya. Bisa.. (Yes, it is)

Appendix F/Interview 1

#### k) Task 11

Task 11 requires the students to read a job application letter and answer the questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 11 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.17: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 11 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.03	Good
Input	34	4.03	Good
Activity	34	4.09	Good
Student role	34	4.18	Good
Setting	34	4.06	Good
Teacher role	34	4.09	Good

Based on the table above, the goal of Task 11 is in the good category with the mean value of 4.03. It means that this task could achieve its goal to improve students' reading skill, especially in understanding a job application letter. It is in line with the following interview transcript.

- R : *Di task ini kan kalian diminta membaca lamaran pekerjaan dan menjawab pertanyaan. Nah, ini efektif nggak untuk melatih kemampuan membaca kalian, khususnya memahami lamaran pekerjaan?* (You were asked to read an application letter and to answer the questions. Was it effective to improve your reading skill, especially in understanding an application letter?)
- S : *Ya.. Biasanya emang kayak gini mbak, menjawab pertanyaan. Karena bacaannya tentang lamaran kerja, ya otomatis kita jadi lebih paham tentang ini.* (Yes, it was. We usually do this kind of activity, answering questions. Since the text is about job application, we got more knowlege about a job application.)

Appendix F/Interview 1

In terms of input, the table shows that Task 11 is in the good category with the mean value of 4.03. It means that the input of this task was understandable and relevant to the students' interests. It is also emphasized by the following interview transcript. .

- R : *Nah, kalau lamaran kerjanya ini sendiri gimana? Mudah dipahami gak? Atau gimana?* (What about the job application letter? Is it understandable?)
- S : *Mudah sih. Kita juga sering mempelajari tentang surat ini di korespondensi.* (It's understandable. We have been familiar with this letter in our 'korespondensi' class.)

Appendix F/Interview 1

In terms of activity, the table shows that Task 11 is in the good category with the mean value of 4.09. It means that the activity was understandable and was able to motivate the students to learn English. This statement is in line with the interview transcript below.

- R : *Oh ya, di task ini ada kesulitan dalam mengerjakan gak? Perintahnya jelas kan?* (Oh, do you find any difficulty in doing the task? What about the instruction?)
- S : *Iya Mbak, yang kayak gini kita udah paham.* (We have already understood this kind of activity).

Appendix F/Interview 1

In terms of student role and teacher role, the table shows that Task 11 is in the good category with the mean values of 4.18 for the student role and 4.09 for the teacher role. Those roles (the students as the doers and the teacher as the facilitator) were considered effective. It is supported by the interview transcript below.

- R : *Ininya.. Peran siswa dan gurunya?* (What do you think about the student role and the teacher role?)  
 S : *Yang itu.. Kita ngerjain, gurunya bantu kita memahami isi bacaan..* (We did the task, the teacher helped us understand the content of the text.)

Appendix F/Interview 1

In terms of setting, the table shows that Task 11 is in the good category with the mean value of 4.06. It means that this task was effective to be carried out by the students in pairs. It is supported by the interview transcript below.

- R : *Ini latihannya enak dikerjakan secara berpasangan gini atau gimana?* (Was the task effective to be done in pairs?)  
 S : *Ya, bisa.* (Yes, it was)

Appendix F/Interview 1

#### **1) Task 12**

Task 12 provides an explanation about how to write a job application letter. Below is the descriptive statistic of the students' responses on the effectiveness of Task 12 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.18: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 12 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.03	Good
Input	34	4.00	Good
Activity	34	4.18	Good
Student role	34	4.09	Good
Setting	34	4.12	Good
Teacher role	34	4.12	Good

Based on the table above, the goal of Task 12 is in the good category with the mean value of 4.03. It means that Task 12 was effective to facilitate the students to understand how to write an application letter. It is in line with the interview transcript below.

- R : *Apakah task ini efektif membantu kalian memahami penulisan job application letter?* (Was this task effective to help you understand how to write a job application letter?)
- S : *Iya sih ya.. Iya kan..* (Yes, it was. Wasn't it?)
- S : *Iya Mbak. Kan di sini diminta memahami ini. Jadinya ya terbantu.* (Yes, it was. We were asked to understand the explanation, therefore we felt like being helped.)

Appendix F/Interview 1

In terms of input, the table shows that Task 12 is in the good category with the mean value of 4.00. It means that the explanation (as the input) was understandable and relevant to the students' interests. It is in line with the interview transcript below.

- R : *Ini ada penjelasan lagi tentang bagaimana menulis surat lamaran. Menurut kalian, penjelasannya gimana?* (There is an explanation on how to write an application letter. What do you think about the explanation?)
- S : *Ini malah jelas sekali Mbak. Tiap paragraf ada keterangannya. Kalo biasanya kan langsung, misalnya, paragraph pertama adalah pembukaan, selanjutnya adalah isi.. Gitu..* (It's very understandable. There is an explanation for each paragraph. We usually get a too simple explanation, such as, the first paragraph is the opening, the second is the content, etc.. Something like that.)

Appendix F/Interview 1

In terms of activity, the table shows that Task 12 is in the good category with the mean value of 4.18. It means that the activity was understandable and could motivate the students to learn English. It is supported by the interview transcript below.

- R : *Ada kesulitan di task ini?* (Was there any difficulty in this task?)  
 S : *Nggak Mbak, kan sama kayak penjelasan yang sebelumnya.* (No, Mam. It is similar with the previous explanation.)

Appendix F/Interview 1

In terms of student role and teacher role, Task 12 is in the good category with the mean values of 4.09 for the student role and 4.12 for the teacher role. It means that those roles (the students as the doers and the teacher as the facilitator) were considered effective. It is in line with the following interview transcript.

- R : *Setting dan role-nya juga ya?* (What do you think about the setting and the roles?)  
 S : *Sama, Mbak.* (The same with the previous explanation./Good.)

Appendix F/Interview 1

In terms of setting, Task 12 is in the good category with the mean value of 4.12. It means this task was effective to be done in groups by the students. It is also supported by the interview transcript below.

- R : *Setting dan role-nya juga ya?* (What do you think about the setting and the roles?)  
 S : *Sama, Mbak.* (The same with the previous explanation./Good.)

Appendix F/Interview 1

### m) Task 13

Task 13 requires the students to arrange jumbled paragraphs into a good application letter. Below is the descriptive statistic of the students' responses on the effectiveness of Task 13 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.19: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 13 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.09	Good
Input	34	4.09	Good
Activity	34	4.18	Good
Student role	34	3.91	Good
Setting	34	4.06	Good
Teacher role	34	3.97	Good

Based on the table above, the goal of Task 13 is regarded as good in category with the mean value of 4.09. It means that the task was effective to improve the students' understanding on how to write an application letter. It is in line with the interview transcript below.

- R : *Task 13 ini efektif gak untuk meningkatkan pemahaman tentang penulisan surat lamaran?* (Was Task 13 effective to improve your understanding on how to write an application letter ?)
- S : *Yap. Jadinya kita juga latihan identifikasi, mana yang pas jadi paragraph 1, paragraph 2, dst..* (Yes it was. We identified which paragraph should be the first paragraph, the second paragraph, etc.)
- Appendix F/Interview 1

In terms of input, this task is in the good category with the mean value of 4.09. It means that the input was understandable and relevant to the students' interests. This statement is in line with the interview transcript below.

- R : *Kalau jumbled paragrafnya ini sendiri gimana? Mudah dipahami kan?* (What about the jumbled paragraph? Is it understandable?)  
 S : *Yes. Mudah dipahami karena kalimatnya kan kita sudah familiar. Trus ini juga masih tentang job application letter juga.* (Yes, it is understandable because we have been familiar with such sentences. Moreover, it is still about a job application letter.)

Appendix F/Interview 1

In terms of activity, it is shown in the table that Task 13 is in the good category with the mean value of 4.18. It means that the task was understandable and relevant to the students' interests. This statement is in line with the following interview transcript.

- R : *Adakah kesulitan di task ini?* (Was there any difficulty in this task?)  
 S : *Ehmm.. Enggak sih Mbak. Kita tinggal urutin. Bisa sambil tengok di penjelasan sebelumnya juga.* (No difficulty. We just needed to reorder the paragraphs. We could take a look at the previous explanation)

Appendix F/Interview 1

In terms of student role and teacher role, Task 13 is in the good category with the mean values of 3.91 for the student role and 3.97 for the teacher role. It means that those roles (the student as the doers and the teacher as the observer) were considered good. It is in line with the interview transcript below.

- R : *Setting dan role nya?* (What about the setting and the roles?)  
 S : *Sudah. Sudah bagus.* (They were already good).

Appendix F/Interview 1

In terms of setting, Task 13 is in the good category with the mean value of 4.06. It means that this task was effective to be done in pairs. It is also shown in the following interview transcript.

- R : *Setting dan role nya?* (What about the setting and the roles?)  
 S : *Sudah. Sudah bagus.* (They were already good).

Appendix F/Interview 1



#### n) Task 14

Task 14 requires the students to write an application letter based on a job vacancy. Below is the descriptive statistic of the students' responses on the effectiveness of Task 14 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.20: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 14 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.06	Good
Input	34	3.85	Good
Activity	34	4.06	Good
Student role	34	4.15	Good
Setting	34	4.06	Good
Teacher role	34	4.09	Good

Based on the table above, it can be seen that the goal of Task 14 is in the good category with the mean value of 4.06. It means that Task 14 was effective to help the students write an application letter based on a job vacancy. It is in line with the following interview transcript.

- R : *Apakah task ini efektif untuk latihan menulis suran lamaran?* (Was this task effective to practice writing an application letter?)  
 S : *Yap yap..* (Yes, it was)

Appendix F/Interview 1

In terms of input, Task 14 is regarded as good in category by achieving the mean value of 3.85. It means that the job vacancy (as the input) was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Ini teksnya berupa apa?* (What text is it?)  
 S : Job vacancy..  
 R : *Sip. Job vacancynya gimana? Mudah dipahami?* (Good. What is your opinion about the job vacancy? Is it understandable?)  
 S : *Mudah. Sempel juga. Perintahnya juga jelas, suruh bikin surat lamaran kerja.* (It's understandable. It is also simple. The instruction is clear; it is to make an application letter).

Appendix F/Interview 1

In addition, the activity of Task 14 is in the good category with the mean value of 4.06. It means that the activity was understandable and could motivate the students to learn English. This statement is also supported by the following transcript of interview.

- R : *Ini teksnya berupa apa?* (What text is it?)  
 S : Job vacancy..  
 R : *Sip. Job vacancynya gimana? Mudah dipahami?* (Good. What is your opinion about the job vacancy? Is it understandable?)  
 S : *Mudah. Sempel juga. Perintahnya juga jelas, suruh bikin surat lamaran kerja.* (It's understandable. It is also simple. The instruction is clear; it is to make an application letter).

Appendix F/Interview 1

In terms of student role and teacher role, Task 14 is in the good category with the mean values of 4.15 for the student role and 4.09 for the teacher role. It means that those roles (the student as the doers and the teacher as the observer) were considered effective. It is in line with the following interview transcript.

- R : *Ini teacher sama student rolesnya gimana? Sudak efektif?* (What do you think about the teacher and student roles? Were they effective?)  
 S : *Ya, sudah. Settingnya juga udah.* (Yes, they were. So was the setting.)

Appendix F/Interview 1

In terms of setting, Task 14 is in the good category by achieving the mean value of 4.06. It means that this task was effective to be done individually by the students. It is supported by the interview transcript below.

- R : *Ini teacher sama student rolesnya gimana? Sudak efektif?* (What do you think about teacher and student roles? Were they effective?)  
 S : *Ya, sudah. Settingnya juga udah.* (Yes, they were. So was the setting.)

Appendix F/Interview 1

#### o) Task 15

Task 15 facilitates students to make a dialogue using the expressions they learn in this Unit. Below is the descriptive statistic of the students' responses on the effectiveness of Task 15 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.21: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 15 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.91	Good
Input	34	3.97	Good
Activity	34	4.15	Good
Student role	34	4.15	Good
Setting	34	4.06	Good
Teacher role	34	4.06	Good

From the table above, it can be seen that the goal of Task 15 is in the good category with the mean value of 3.91. It means that Task 15 was effective to facilitate the students to use the expressions they learn by making a dialogue. It is in line with the following interview transcript.

- R : *Nah, di Task 15 ini kalian diminta membuat dialog. Apa yang kalian dapat dari task ini?* (In Task 15 you were asked to make a dialogue. What do you get from this task then?)
- S : *Yaa..latihan menggunakan ekspresi-ekspresi itu Mbak. Jadinya lebih paham penggunaan ekspresinya. Latihan pengucapannya juga lewat acting out.* (We learned to use the expressions. It made us understand the expressions more. We also learned to utter the expressions by acting the dialogue out.)

Appendix F/Interview 1

It also can be seen from the table that the input of Task 15 is in the good category with the mean value of 3.97. It means that the input was understandable and relevant to the students' interests. This statement is in line with the interview transcript below.

- R : *Adakah kesulitan di task ini? Sudah paham kan suruh ngapain?* (Was there any difficulty in this task? Have you understood what to do?)
- S : *Yap yap. Perintahnya udah jelas. Bikin dialog gitu kan.. Bebas mau tentang apa.* (The instruction is clear. We were asked to make a dialogue. The topic is free.)

Appendix F/Interview 1

In terms of activity, Task 15 is in the good category with the mean value of 3.97. It means that the activity of this task was understandable and is able to motivate students to learn English. These are supported by the following interview transcript.

- R : *Adakah kesulitan di task ini? Sudah paham kan suruh ngapain?* (Was there any difficulty in this task? Have you understood what to do?)
- S : *Yap yap. Perintahnya udah jelas. Bikin dialog gitu kan.. Bebas mau tentang apa.* (The instruction is clear. We were asked to make a dialogue. The topic is free.)

Appendix F/Interview 1

In terms of student role and teacher role, Task 15 is in the good category with the mean values of 4.15 for the student role and 4.06 for the teacher role. It means that those roles (the student as the doers and the teacher as the feedback giver) were considered effective. It is supported by the following interview transcript.

- R : *Kalo role siswa dan guru sama settingnya?* (What about the student and teacher roles and the setting?)  
 S : *Hmm.. Udah bagus. Gurunya ngasih masukan terhadap penampilan gitu kan.* (They were already good. The teacher gave the feedback towards the performance).

Appendix F/Interview 1

In terms of setting, the table shows that Task 15 is in the good category by achieving the mean value of 4.06. It means that this task was effective to be done in pairs by the students. This is in line with the following interview transcript.

- R : *Settingnya secara berpasangan. Udah ya?* (You were asked to work in pairs. What do you think about it?)  
 S : *Ya emang harus berpasangan Mbak, kan bikin dialog.* (It should be in pairs because we were asked to make a dialogue)

Appendix F/Interview 1

#### **p) Task 16**

Task 16 requires the students to write an application letter based on a job vacancy from the internet or newspaper. Below is the descriptive statistic of the students' responses on the effectiveness of Task 16 of Unit 1, while the computation of the questionnaire is available in Appendix D.

**Table 4.22: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 16 of Unit 1**

	N	Mean	Category
Goal	34	3.94	Good
Input	34	4.03	Good
Activity	34	4.07	Good
Student role	34	3.91	Good
Setting	34	4.06	Good
Teacher role	34	4.00	Good

Based on the table above, it can be seen that the goal of Task 16 is in the good category by conveying the mean value of 3.94. It means that this task was effective to facilitate the students to apply their knowledge in writing an application letter. It is in line with the following interview transcript.

- R : *Di task ini kalian bisa meningkatkan kemampuan menulis kan? Ehm, khususnya dalam menulis surat lamaran kerja..* (In this task you could improve your writing skill especially in writing an application letter, couldn't you?)  
 S : *Iya Mbak.* (Yes, we could.)

Appendix F/Interview 1

It also can be seen from the table that the input of Task 16 is in the good category with the mean value of 4.03. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the interview transcript below.

- R : *Kalo input sama aktifitasnya gimana? Mudah dipahami? (How about the input and the activity? Were they understandable?)*  
 S : *Yes. Udah jelas kok..* (Yes, they were clear)

Appendix F/Interview 1

In terms of activity, Task 16 is in the good category with the mean value of 4.07. It means that the activity of this task was understandable and

could motivate the students to learn English. It is also emphasized in the interview transcript below.

- R : *Kalo input sama aktifitasnya gimana? Mudah dipahami? (How about the input and the activity? Were they understandable?)*  
 S : *Yes. Udah jelas kok.. (Yes, they were clear)*

Appendix F/Interview 1

In terms of student role and teacher role, Task 16 is in the good category with the mean values of 3.91 for the student role and 4.00 for the teacher role. It means that those roles (the students as the doers and the teacher as the observer) were considered effective. It is in line with the interview transcript below.

- R : *Bagaimana dengan peran guru sebagai pengatur dan siswa sebagai partisipan yang mengerjakan? (How about the teacher and student roles?)*  
 S : *Hmmm, sepertinya sudah bagus. (I think they were already good.)*

Appendix F/Interview 1

In terms of setting, Task 16 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually by the students. It is supported by the following interview transcript.

- R : *Oke. Settingnya secara individu? (Okay. And what about the setting?)*  
 S : *Sudah pas juga. (That was also already good.)*

Appendix F/Interview 1

From the evaluation above, it can be concluded that Unit 1 is already effective. It is shown by the mean value of each item of questionnaire which is above 3.4. It is also supported by the data from the interview and the field note. However, based on the interview and field note, there are some tasks that should

be revised. They are Task 4, Task 6, and Task 10. In Task 4 the students need more sample for the expressions, while in Task 6 they need an example of the dialogue. In Task 10 the students stated that the instruction was not too clear. The table below presents the evaluation of Unit 1 based on the implementation.

**Table 4.23: The evaluation of Unit 1 based on the implementation**

<b>Task</b>	<b>Evaluation</b>
Task 1	The task is good and does not need any revision
Task 2	The task is good and does not need any revision
Task 3	The task is good and does not need any revision
Task 4	The task is good and does not need any revision
Task 5	The task is good. However, it needs a revision in the input.
Task 6	The task is good. However, it needs a revision in the input.
Task 7	The task is good and does not need any revision
Task 8	The task is good and does not need any revision
Task 9	The task is good and does not need any revision
Task 10	The task is good. However, it needs a revision in the input.
Task 11	The task is good and does not need any revision
Task 12	The task is good and does not need any revision
Task 13	The task is good and does not need any revision
Task 14	The task is good and does not need any revision
Task 15	The task is good and does not need any revision
Task 16	The task is good and does not need any revision

## **2) The Revision of Unit 1**

After being evaluated, the unit was revised into the final draft of Unit 1. In Task 4 the students needed more samples of expressions of giving and asking for opinions, agreeing and disagreeing, and giving suggestions. Therefore, this task was revised by adding more samples of expressions. In Task 6 the students needed an example of dialogue before doing the task. Subsequently, this task was revised by adding a dialogue as the example. In Task 10, the students stated that the instruction was not clear. Therefore, the instruction was revised.



The following table presents the revision of Unit 1 based on the evaluation of the implementation while the presentation of the final draft of Unit 1 can be seen in Appendix G.

**Table 4.24: The revision of Unit 1 based on the evaluation of the implementation**

<b>Task</b>	<b>Revised Task Component</b>	<b>Revision</b>
Task 4	Input	Adding more examples of expressions of giving and asking for opinions, agreeing and disagreeing, and giving suggestions.
Task 5	Input	Adding an example of how to complete the dialogue.
Task 10	Input	Making the instruction clearer by shortening and simplifying the sentence.

#### **b. The Try-out of Unit 2**

The try-out of Unit 2 was conducted on April 15<sup>th</sup>, 2011. There were 34 students attending the try-out. The field note of the try-out can be seen in Appendix E.

##### **1) The Evaluation of Unit 2**

After the try-out of Unit 2 had been conducted, the questionnaire to know the students' responses was distributed. The results of the questionnaire were used to evaluate the materials. To support the data from the questionnaire, some students were interviewed. The computation of the questionnaire is available in Appendix D, while the interview transcript is in Appendix F. The descriptive statistics of the students' responses on the effectiveness of Unit 2 is presented in Table 4.25.

**Table 4.25: The Descriptive Statistics of the Students' Responses toward the Whole Materials of Unit 2**

No .	Statement	N	Mean	Category
1.	The materials are able to help students in increasing their ability in English which is related to their background study and their needs.	34	3.88	Good
2.	All tasks in Unit 2 are able to support students in preparing themselves to have the real workplace.	34	3.97	Good
3.	Unit 2 facilitates students to build their characters of carefulness and cooperation through the activities and the 'Today's Quote'.	34	4.15	Good
4.	Materials input in Unit 2 are various.	34	4.15	Good
5.	Activities in Unit 2 are various.	34	4.15	Good
6.	All tasks in Unit 2 are arranged well, from the dependent tasks to the independent ones.	34	4.15	Good
7.	All tasks in Unit 2 are arranged well, from the easiest to the most difficult.	34	4.06	Good
8.	The language used in Unit 2 was understandable.	34	4.18	Good
9.	The instruction in each task is clear, so that it was understandable.	34	4.12	Good
10.	The appearances of Unit 2 are eye-catching.	34	4.09	Good
11.	The arrangement of Unit 2 is arranged well and easy to follow.	34	4.06	Good
12.	The title of Unit 2 helps students to predict what topic they will learn.	34	4.06	Good
13.	The introduction of Unit 2 helps students to know the objective of the learning process.	34	4.06	Good

Based on the table above, it can be seen that all of the statements are in the good category with the mean values in range of  $3.4 < X \leq 4.2$ . Therefore, generally, it can be concluded that the materials of Unit 2 were well-developed generally. This conclusion is supported by the students' statements through the interview and by the field note of the implementation.

Unit 2 could accomplish its goal to help the students improve their English skills related to their study program. It means that the input texts and the

topic were relevant to the study program as well. It can be seen in the interview transcript below.

- R : *Secara keseluruhan, apakah Unit 2 ini membantu meningkatkan kemampuan Bahasa Inggris kalian sesuai jurusan ADP gak?* (In general, could Unit 2 improve your English skills relating to Office Administration?)
- S : *Hmm. Iya. Topik materinya sesuai dengan jurusan. Alat-alat kantor dan pengoperasiannya. Teks-teksnya juga.* (Yes, it could. The topic of materials is relevant to our program study; about office machines and the operation procedure. The input texts are also relevant.)
- Appendix X /Interview I

The appearance of the materials was eye-catching. It influenced the students' attractiveness toward the activities of the materials. The activities were also various, interesting and understandable. It can be seen in the interview transcript below.

- R : *Kalau tampilannya gimana?* (What do you think about the appearance?)
- S : *Menarik Mbak, sama kayak materi sebelumnya.* (It is interesting; same with the previous materials)
- R : *Oke, menarik ya. Jadi bikin ngerjain aktivitasnya lebih semangat gitu?* (Okay. Does it make you more motivated to do the activities?)
- S : *Ya iya, daripada yang hitam putih. Hehe.* (Sure. It's better than the black and white one.)
- R : *Oww, hehe. Eh, kalau aktivitasnya sendiri gimana? Bervariasi gak? Atau gimana?* (What do you think about the activities? Are they various?)
- S : *Bervariasi? Oh, kayak ada yang jawab pertanyaan, melengkapi kalimat, mengurutkan ini ya? Ya, cukup bervariasi.* (Is it like answering questions, completing sentences, and arranging jumbled steps? Yes, I think they're various.)
- Appendix X/ Interview 1

The title of the unit was effective to help the students predict what they were going to learn. The overview paragraph which contains the learning

objectives was also useful for the students. It is stated in the transcript and field note below.

- R : *Kalau judul sama paragraph di bawahnya ini bisa menginformasikan apa yang akan dipelajari di Unit 2 nggak?* (Did the title and the overview paragraph inform you what you are going to learn in Unit 2?)
- S : *Iya. Kan judulnya udah nyebut printer.* (Yes, they did. There has been the word ‘printer’ in the title)
- S : *Trus ada turn off gitu kan.. Ini di paragrafnya sudah diterangkan apa yang akan dipelajari juga.* (There is also a ‘turn off’ phrase in the title. The paragraph also has explained what we are going to learn)

#### Appendix F/Interview 2

When being asked what they are going to learn, the students answered correctly. They referred to the unit title and the overview paragraph. (Appendix E/Field note 2)

These materials were effective to build the students’ characters of carefulness and cooperations. This is supported by the interview transcript below.

- R : *Nah ini kan materinya tentang prosedur-prosedur gitu ya. Dimana kalian harus mengikuti prosedur yang ada, gitu. Dari sini apakah ada nilai-nilai kehati-hatian, baik dari aktifitasnya, juga dari ‘Today’s Quote’?* (You learned about procedures that should be followed. From these materials, could you improve your carefulness?)
- S : *Ya tentu saja ada Mbak. Kan kita harus jeli dan disiplin mengikuti petunjuk, gitu. Kalau enggak ya bakal ada resikonya.* (Yes, sure. We have to be discipline and carefull in following the procedures, other wise we will get the risk.)
- S : *Cooperation juga, ni aktifitasnya kebanyakan group dan pairs juga. Trus Today’s Quotenya juga sesuai, hati-hati.* (The activity and the ‘Today’s Quote’ also improved our cooperation and carefulness.)

#### Appendix F/Interview 2

#### a) Task 1

Task 1 aims to introduce the students to the topic of Unit 2. It requires the students to discuss four pictures office machines. Below is the descriptive

statistic of the students' responses on the effectiveness of Task 1 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.26: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 1 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.00	Good
Input	34	4.00	Good
Activity	34	4.09	Good
Student Role	34	4.06	Good
Setting	34	4.18	Good
Teacher role	34	4.15	Good

Based on the table above, the goal of Unit 2 is in the good category with the mean value of 4.00. It means that this task was effective to introduce the students to the topic. It is supported by the interview transcript below.

- R : *Apakah Task 1 ini bisa ngenalin kalian ke topic tentang office machine? (Could Task 1 introduce you to the topic of this unit which is about office machine?)*
- S : *Yak. Menyebutkan dan endiskusikan pengoperasian mesin-mesin itu. Gambarnya juga mewakili topic. (Yes, it could. We mentioned the name of the office machines and discuss how to operate them. The pictures also represent the topic)*

Appendix F/Interview 2

In terms of input, Task 1 is in the good category with the mean value of 4.00. It means that the input of this task was understandable and relevant to the students' interests. It also can be seen in the interview transcript below.

- R : *Apakah Task 1 ini bisa ngenalin kalian ke topic tentang office machine? (Could Task 1 introduce you to the topic of this unit which is about office machine?)*
- S : *Yak. Menyebutkan dan endiskusikan pengoperasian mesin-mesin itu. Gambarnya juga mewakili topic. (Yes, it could. We mentioned the name of the office machines and discuss how to operate them. The pictures also represent the topic)*

Appendix F/Interview 2

Based on the table, it also can be seen that the activity of Task 1 is in the good category with the mean value of 4.09. It means that the activity was understandable and it could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Aktivitasnya gimana? Mudah dipahami?* (What about the activity? Was it understandable?)  
 S : *Iya, mudah. Ini perintahnya sudah jelas.* (It was understandable. The instruction is clear.)

Appendix F/Interview 2

It is shown in the table that the student role and the teacher role were effective with the mean values of 4.06 and 4.15. The students were the doers, while the teacher was the organizer of the class. It is in line with the following interview transcript.

- R : *Teacher's role sama students' role?* (What about the student role and the teacher role?)  
 S : *Sudah bagus.* (They were already good)

Appendix F/Interview 2

From the table, it is also shown that the setting of the task is in the good category with the mean value of 4.18. It means that the task was effectively to be done together with the whole member of the class. It is supported by the interview transcript below.

- R : *Ini kan diskusinya tadi bareng-bareng sama anggota kelas. Menurut kalian gimana?* (The task was supposed to be done together with the whole member of the class. What do you think about it?)  
 S : *Ya, enak kok. Bisa bahas bareng-bareng..* (Well, that's good anyway. We could discuss it together.)

Appendix F/Interview 2

They answered the questions together with the whole member of the class. They looked enthusiastic in answering the questions. (Appendix E/Field note 2)

### b) Task 2

Task 2 requires the students to listen to a monologue and answer five T/F questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 2 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.27: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 2 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.00	Good
Input	34	4.03	Good
Activity	34	4.09	Good
Student role	34	4.15	Good
Setting	34	3.97	Good
Teacher role	34	3.94	Good

The table above shows that the goal of Task 2 is in the good category with the mean value of 4.00. It means that the task was effective to improve the students' listening skill. It is supported by the interview transcript below.

- R : *Task 2 ini efektif untuk meningkatkan kemampuan listening kalian gak?* (Was Task 2 effective to improve your listening skill?)  
 S : *Iya. Kan untuk menjawab pertanyaannya, kita harus mendengarkan monolognya dengan seksama.* (Yes, it was. To answer the questions we had to listen to the monologue carefully.)

Appendix F/Interview 2

In terms of input, it is shown in the table that Task 2 is in the good category with the mean value of 4.03. It means that the input of Task 2 was

understandable and relevant to the students' interests. It is in line with the interview transcript below.

- R : *Kalau monolognya gimana?* (What do you think about the monologue?)  
 S : *Hmm, monolognya sesuai topic. Trus juga mudah dimengerti.* (The monologue is relevant to the topic and also understandable.)  
 Appendix F/Interview 2

From the table, it can be seen that the activity is in the good category with the mean value of 4.09. It means that the activity was understandable and it could motivate the students to learn English. It is supported by the following interview transcript.

- R : *Adakah kesulitan di activitynya?* (Was there any difficulty in doing the activity?)  
 S : *Ehmm..enggak. Sudah jelas.* (No, there was not. That was already clear.)  
 Appendix F/Interview 2

The student role and the teacher role are also in the good category with the mean values of 4.15 and 3.94. The teacher was the organizer of the class, while the students were the doers. It is shown in the table and is supported by the following interview transcript.

- R : *Kalau teacher sama students' rolenya gimana?* (What do you think about the teacher role and the student role?)  
 S : *Udah oke..* (Good)  
 Appendix F/Interview 2

Based on the table, the setting of the task is in the good category with the mean value of 3.97. It means that this task was effective to be done individually. It is in line with the following interview transcript.



- R : *Ini settingnya kan dikerjakan secara individu. Gimana, apakah sudah efektif?* (This task was supposed to be done individually. What do you think about it?)
- S : *Efektiv Mbak. Kalau listening gini enaknya sendiri.* (That was effective. A listening task is good to be done individually like this)
- Appendix F/Interview 2

### c) Task 3

Task 3 requires the students to read a dialogue, answer five questions, and act the dialogue out. Below is the descriptive statistic of the students' responses on the effectiveness of Task 3 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.28: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 3 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.21	Very good
Input	34	4.09	Good
Activity	34	4.06	Good
Student role	34	4.12	Good
Setting	34	3.97	Good
Teacher role	34	4.09	Good

It can be seen in the table above that the goal of Task 3 is in the very good category with the mean value of 4.21. It means that Task 1 was very effective to improve the students' speaking skill. This statement is supported by the following interview transcript.

- R : *Apa yang kalian dapat dari Task 4 ini?* (What do you get from Task 4?)
- S : *Apa ya? Latihan speaking dengan ekspresi-ekspresi giving instruction.* (Practicing speaking using the expressions of giving instruction)
- Appendix F/Interview 2

In terms of input, Task 3 is in the good category with the mean value of 4.09. It means that the dialogue (as the input) was understandable and relevant to the students' interests. It also can be seen in the following interview transcript.

- R : *Dialognya gimana?* (What do you think about the dialogue?)  
 S : *Hmm, mudah dipahami. Sesuai jurusan kita juga.* (It was understandable and relevant to our study program.)

Appendix F/Interview 2

The table above also shows that the activity of Task 3 is in the good category with the mean value of 4.06. It means that the activity was understandable and could motivate the students to learn English. It is in line with the following interview transcript.

- R : *Kan diminta membaca dulu, trus jawab pertanyaan, trus memperagakan dialognya. Nah apakah ada kesulitan tadi?* (You were asked to read the dialogue first, then answer the questions, and finally act the dialogue out. Was there any difficulty?)  
 S : *Hmm, nggak ada. Mudah dimengerti kok.* (No, there was not. It was understandable)

Appendix F/Interview 2

In terms of student role and teacher role, Task 3 is in the good category with the mean values of 4.12 and 4.09. The students were the doers, while the teacher was the controller. It is in line with the following interview transcript.

- R : *Settingnya? Ini dikerjakan secara berpasangan ini sudah efektifkah?* (What do you think about the setting? Was it effective?)  
 S : *Iya, sudah..* (Yes, it was effective.)

Appendix F/Interview 2

In terms of setting, this task is also in the good category with the mean value of 3.97. It means that this task was effective to be done in pairs. It is supported by the following interview transcript.

- R : *Settingnya? Ini dikerjakan secara berpasangan ini sudah efektifkah?*  
(What do you think about the setting? Was it effective?)  
S : *Iya, sudah..* (Yes, it was effective.)

Appendix F/Interview 2

#### d) Task 4

Task 4 facilitates students to learn about some expressions in asking for and giving instructions through an explanation. Below is the descriptive statistic of the students' responses on the effectiveness of Task 4 of Unit 2, while the computation of the questionnaire is available in Appendix D

**Table 4.29: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 4 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.03	Good
Input	34	3.79	Good
Activity	34	4.06	Good
Student Role	34	3.94	Good
Setting	34	3.97	Good
Teacher role	34	4.00	Good

The table shows that the goal of Task 4 is in the good category with the mean value of 4.03. It means that this task was effective to give students an explanation about the expressions of giving and asking for instructions. It is in line with the following interview transcript.

- R : *Task ini efektif nggak untuk menjelaskan tentang ekspresi dalam asking for and giving instructions?* (Was this task effective to explain the expressions of asking for and giving instructions?)
- S : *Ya, sudah efektif. Penjelasannya juga simple, mudah dipahami.* (Yes, it was effective. The explanation is also simple and understandable.)

Appendix F/Interview 2

The input, which is a brief explanation of some expressions, is in the good category with the mean value of 3.79. It means that the input of this task was understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Task ini efektif nggak untuk menjelaskan tentang ekspresi dalam asking for and giving instructions?* (Was this task effective to explain the expressions of asking for and giving instructions?)
- S : *Ya, sudah efektif. Penjelasannya juga simple, mudah dipahami.* (Yes, it was effective. The explanation is also simple and understandable.)

Appendix F/Interview 2

The table shows that the activity of Task 4 is in the good category with the mean value of 4.06. It means that the activity of this task was understandable and could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Apakah tadi ada kesulitan?* (Was there any difficulty?)
- S : *Enggak.. Cuma kayaknya kalau memahami penjelasan ini lebih enak secara berkelompok Mbak.* (No.. But, I think it is better to understand the explanation in groups.)

Appendix F/Interview 2

In terms of student role and teacher role, it can be seen in the table that Task 4 is in the good category with the mean values of 3.94 and 4.00. The students were the doers, while the teacher was the facilitator who helped the

students in understanding the explanations. It is also stated in the following interview transcript.

- R : *Bagaimana dengan peran siswa dan peran guru? Disini kan guru membantu kalian memahami penjelasannya kan?* (What do you think about student role and teacher role? In this case, did the teacher help you understand the explanation?)
- S : *Iya. kan Mbaknya njelasin lagi biar lebih mudah.* (Yes, she did. You re-explained it to make us more understand.)

Appendix F/Interview 2

The setting of Task 4 is in the good category with the mean value of 3.97. It means that the setting (working individually) was already effective. However, some students stated in the interview that the task would be more effective to be done in groups. It is also shown in the following interview transcript and field note of observation.

- R : *Apakah tadi ada kesulitan?* (Was there any difficulty?)
- S : *Enggak.. Cuma kayaknya kalau memahami penjelasan ini lebih enak secara individu Mbak.* (No.. But, I think it is better to understand the explanation in groups.)
- S : *Iya, Mbak. Biar bisa saling tukar pendapat.* (Yes, Mam. It will allow us to share our opinion with others.)
- R : *Begitukah? Baik nanti saya pertimbangkan.* (Is it? Okay, I will think about it)

Appendix F/Interview 2

Although the students were asked to do the task individually, some of them did that in groups. They discussed the materials with their friends. (Appendix E/Field note 2)

#### e) Task 5

Task 5 requires the students to complete five dialogues with correct expressions that are available in a box. Below is the descriptive statistic of the

students' responses on the effectiveness of Task 5 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.30: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 5 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.07	Good
Input	34	4.02	Good
Activity	34	4.03	Good
Student Role	34	4.12	Good
Setting	34	4.05	Good
Teacher role	34	3.90	Good

It is shown in the table that the goal of Task 5 is in the good category with the mean value of 4.07. It means that this task was effective to facilitate the students to use the expressions they learn effectively. It is supported by the following interview transcript.

- R : *Task ini efektif gak untuk latihan ekspresi-ekspresi tadi?* (Was this task effective for you to have a practice in using the expressions?)  
 S : *Iya Mbak.* (Yes, it was, Mam)

Appendix F/Interview 2

In terms of input, Task 5 is in the good category with the mean value of 4.03. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the interview transcript below.

- R : *Ini dialognya mudah dimengerti kan?* (The dialogues are understandable, right?)  
 S : *Yak, simple. Sesuai topic juga.* (Yes, they are. They're relevant to the topic as well.)

Appendix F/Interview 2

In terms of activity, Task 5 is in the good category with the mean value of 4.02. It means that the activity of this task was understandable and could

motivate the students to learn English. However, some students stated that the activity was too easy and they needed a more challenging activity. It is shown in the following interview transcript and field note.

- R : *Adakah kesulitan pas mengerjakan? Perintahnya jelas kan?* (Was there any difficulty in doing the task? Is the instruction clear?)  
 S : *Jelas kok. Malah ini mudah banget. Jawabannya langsung kelihatan.* (It's clear. It's very easy. The answers could be directly found.)  
 R : *Ow. Terlalu mudah ya?* (Was it too easy?)  
 S : *Ya.. Ini pilihannya langsung kelihatan jodohnya gitu lho Mbak. Mungkin gak usah pake box ini, atau pilihannya ditambah. Hehe.* (We could easily match the expressions. You may delete the box or add more options in the box.)  
 S : *Biar lebih menantang. hehe.* (In order to make it more challenging.)

Appendix F/Interview 2

Most of the students finished the task not more than five minutes while the rest keep continuing their work. (Appendix E/Field note 2)

In terms of student role and teacher role, it is shown in the table that the Task 5 is in the good category with the mean values of 4.12 for the student role and 3.90 for the teacher role. The students were the doers, while the teacher was the observer. It is in line with the following interview transcript.

- R : *Teacher's sama students' rolenya gimana?* (What do you think about the teacher and the student roles?)  
 S : *Udah. Kita ngerjain, mbaknya mengamati kelas.* (They were good. We did the task, and you observed the class.)

Appendix F/Interview 2

It can be seen in the table that the setting of Task 5 is in the good category with the mean value of 4.05. It means that this task was effective to be done individually. It is supported by the interview transcript below.

- R : *Setting pengerjaannya? Individu ini..* (What about the setting which is working individually?)  
 S : *Dah bagus.* (It was good.)

Appendix F/Interview 2

### f) Task 6

Task 6 requires the students to make a dialogue based on a situation in pairs. Below is the descriptive statistic of the students' responses on the effectiveness of Task 6 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.31: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 6 of Unit 2**

Aspects	N	Mean	Category
Goal	34	3.92	Good
Input	34	3.90	Good
Activity	34	3.97	Good
Student Role	34	4.09	Good
Setting	34	4.05	Good
Teacher role	34	4.03	Good

The table shows that the goal of Task 6 is in the good category with the mean value of 3.92. It means that this task was effective to facilitate the students to make a dialogue using the expressions of asking for and giving instructions. It is in line with the following interview transcript.

- R : *Di task ini kalian latihan apa?* (What did you do in this task?)  
 S : *Membuat dialog menggunakan ekspresi-ekspresi tadi.* (Making dialogue using the expressions.)  
 R : *Trus, ini efektif gak untuk meningkatkan pemahaman tentang ekspresi-ekspresi tadi?* (So, was this task effective to improve your understanding about those expressions?)  
 S : *Iya.* (It was.)

Appendix F/Interview 2

It can be seen in the table that the input of Task 6 is in the good category with the mean value of 3.90. It means that the input was understandable and relevant to the students' interests. The following interview transcript supports this statement.



- R : *Situasinya ini mudah dimengerti nggak?* (Are the situations understandable?)
- S : *Hmm, iya. Sesuai juga dengan jurusan, masih ngomongi alat-alat kantor.* (Yes, they are. They are also relevant to our study program, still talking about office machines.)

Appendix F/Interview 2

The table shows that the activity of Task 6 is in the good category with the mean value of 3.97. It means that the activity in this task was understandable and could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Ada kesulitan gak di Task ini?* (Was there any difficulty in this task?)
- S : *Nggak sih. Perintahnya jelas. Trus mengerjakan secara berpasangan gini juga sudah efektif* (No, there wasn't. The instruction is clear. Moreover, the setting to work in pairs was also effective.)

Appendix F/Interview 2

In terms of student role and teacher role, Task 6 is in the good category with the mean values of 4.09 for the student role and 4.03 for the teacher role. In this case, the students were the doers, while the teacher was the feedback giver. This statement is in line with the following interview transcript.

- R : *Perasn siswa dan gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Sudah bagus.* (They were good)

Appendix F/Interview 2

In terms of setting, Task 6 is in the good category with the mean value of 4.05. It means that this task was effective to be done in pairs. It is supported by the following interview transcript.

- R : *Ada kesulitan gak di Task ini? (Was there any difficulty in this task?)*
- S : *Nggak sih. Perintahnya jelas. Trus mengerjakan secara berpasangan gini juga sudah efektif/ (No, there wasn't. The instruction is clear. Moreover, the setting to work in pairs was also effective.)*

Appendix F/Interview 2

### g) Task 7

Task 7 requires the students to read a procedural text and answer the questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 7 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.32: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 7 of Unit 2**

Aspects	N	Mean	Category
Goal	34	3.80	Good
Input	34	3.99	Good
Activity	34	4.12	Good
Student Role	34	4.06	Good
Setting	34	4.16	Good
Teacher role	34	3.93	Good

The table shows that the goal of Task 7 is in the good category with the mean value of 3.80. It means that this task was effective to improve students' reading skill especially on reading a procedural text. It is supported with the following interview transcript.

- R : *Procedural text ya.. Nah, apa yang kalian dapat dari task ini? (It's a procedural text. So, what did you get from this task?)*
- S : *Hmm, memahami procedural text. Ya jadi lebih paham. (Understanding a procedural text. Well, it made me more understand about a procedural text)*

Appendix F/Interview 2

In terms of input, Task 7 is in the good category with the mean value of 3.99. It means that the procedural text (as the input) was understandable and relevant to the students' interests. It is also shown in the interview transcript below.

- R : *Teksnya gimana?* (What do you think about the text?)  
 S : *Mudah dipahami. Topiknya juga pas.* (It's easy to understand. The topic is also relevant.)

Appendix F/Interview 2

In terms of activity, Task 7 is in the good category with the mean value of 4.12. It represents that this task was understandable and it could motivate the students to learn English. It is in line with the following interview transcript.

- R : *Adakah kesulitan dalam mengerjakan Task 7 ini?* (Was there any difficulty in doing Task 7?)  
 S : *No. Bacaan sama pertanyaannya mudah dimengerti. Trus juga sudah ada bantuan vocabulary ini.* (No, there wasn't. The text and the questions are easy to understand. There is also a vocabulary list to help us.)

Appendix F/Interview 2

It can be seen in the table that the student role and the teacher role are good with the mean values of 4.06 and 3.93. In this task, the students were the doers, while the teacher was the facilitator. It is in line with the following interview transcript.

- R : *Kalau peran siswa dan gurunya gimana?* (What do you think about student role and teacher role?)  
 S : *Bagus. Kita membaca dan mengerjakan, gurunya bantu memahami text.* (They were good. We did the task and the teacher helped us understand the input)

## Appendix F/Interview 2

In terms of setting, Task 7 is in the good category with the mean value of 4.16. It means that this task was effective to be done in pairs. It is supported by the following interview transcript.

R : *Setting pengerjaannya gimana?* (What do you think about the setting?)

S : *Yang berpasangan ya. Bisa lah.* (That was already good.)

Appendix F/Interview 2

## h) Task 8

Task 8 facilitates the students to learn about the structure and the language features of a procedural text. It is to improve the student reading skill. Below is the descriptive statistic of the students' responses on the effectiveness of Task 8 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.33: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 8 of Unit 2**

Aspects	N	Mean	Category
Goal	34	3.95	Good
Input	34	4.08	Good
Activity	34	4.15	Good
Student Role	34	4.09	Good
Setting	34	4.19	Good
Teacher role	34	3.90	Good

It is shown in the table that the goal of Task 8 is in the good category with the mean value of 3.95. It means that this task was effective to give an explanation about a procedural text. It is also shown in the following interview transcript.

R : *Menurut kalian, task ini efektif gak untuk menerangkan tentang procedural text?* (In your opinion, was this task effective to give an explanation about a procedural text?)

S : *Iya, sudah.* (Yes, it was)

Appendix F/Interview 2

In terms of input, Task 8 is in the good category with the mean value of 4.08. It means that the explanation (as the input) was understandable and relevant to the students' interests. It is in line with the following interview transcript.

R : *Penjelasannya gimana?* (What do you think about the explanation?)

S : *Udah bagus. Jelas memahaminya. Gak ada kesulitan.* (That's already good. Easy to understand. There was no difficulty.)

Appendix F/Interview 2

It is also shown in the table that the activity of Task 8 is in the good category with the mean value of 4.15. It means that the activity was understandable and it could motivate the students to learn English. It is supported by the following interview transcript.

R : *Penjelasannya gimana?* (What do you think about the explanation?)

S : *Udah bagus. Jelas memahaminya. Gak ada kesulitan.* (That was already good. Easy to understand. There was no difficulty.)

Appendix F/Interview 2

It can be seen in the table that the student role and teacher role in Task 8 are in the good category with the mean values of 4.09 for the student role and 3.90 for the teacher role. In this case, the students were the doers, while the teacher was the facilitator. It is also shown in the following interview transcript.

- R : *Peran guru dan murid?* (What about the teacher role and the student role?)
- S : *Bagus. Guru membantu menjelaskan. Siswa memahami penjelasannya. Gitu ya..* (They were good. The teacher helped explain the explanation. The students studied the explanation.)
- Appendix F/Interview 2

In terms of setting, Task 8 is in the good category with the mean value of 4.19. It means that this task was effective to be done in groups. It is in line with the interview transcript below.

- R : *Task ini dikerjakan secara berkelompok. Bagaimana menurut kalian?* (This task was done in groups. What do you think about it?)
- S : *Ya..sudah efektif.* (That was effective.)
- Appendix F/Interview 2

#### i) Task 9

Task 9 facilitates the students to understand about the use of imperatives and transitional markers in a procedural text. Below is the descriptive statistic of the students' responses on the effectiveness of Task 9 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.34: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 9 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.09	Good
Input	34	4.18	Good
Activity	34	4.09	Good
Student Role	34	4.12	Good
Setting	34	4.12	Good
Teacher role	34	4.15	Good

It can be seen in the table that the goal of Task 9 is in the good category with the mean value of 4.09. It means that this task was effective to facilitate

the students to understand about the use of imperatives and transitional markers. It is in line with the following interview transcript.

- R : *Gimana, di task ini bisa latihan memahami imperative dan transitional markers gak?* (Was this task effective for you to understand about imperative and transitional markers?)  
 S : *Ya.. Nyari-nyari kata kuncinya gitu.* (Yes, it was. We looked for the keywords.)

Appendix F/Interview 2

In terms of input, Task 9 is in the good category with the mean value of 4.18. It means that the input was understandable and relevant to the students' interests. This statement is supported by the interview transcript below.

- R : *Teksnya gimana?* (What do you think about the text?)  
 S : *Pendek. Mudah dipahami.* (Short. Understandable.)  
 S : *Masih seputar prosedur office machine juga.* (Still talking about the procedure in operating an office machine.)

Appendix F/Interview 2

The table shows that the activity of Task 9 is in the good category with the mean value of 4.09. It means that the activity was understandable and it could motivate the students to learn English. This statement is in line with the following interview transcript.

- R : *Adakah kesulitan? Perintahnya jelas?* (Was there any difficulty? Was the instruction clear?)  
 S : *Mudah kok. Tinggal nyari-nyari gitu.* (It was easy. We just needed to find the words.)

Appendix F/Interview 2

It is shown in the table that the student role and the teacher role of Task 9 are in the good category with the mean value of 4.12 for the student role and 4.15 for the teacher role. In this task, the students were the doers, while the

teacher was the organizer of the class. This statement is supported by the following interview transcript.

- R : *Kalau student sama teacher role-nya?* (What about the student role and the teacher role?)  
 S : *Sudah berjalan baik sih.* (They were already good.)  
 Appendix F/Interview 2

In terms of setting, Task 9 is in the good category with the mean value of 4.12. However, based on the interview, this task is more effective to be done in group. It is shown in the interview transcript below.

- R : *Nyari imperative sama transitional markersnya kan secara individu. Bagaimana, apakah sudah efektif?* (The imperatives and the transitional markers were supposed to be found individually. What do you think about it? Was it effective?)  
 S : *Ya, bisa. Tapi kalau secara berkelompok lebih menarik ya..* (Yes, it was. But I think it will be more interesting to be done in groups.)  
 S : *Bisa kerjasama, trus saingan sama kelompok lain. hehe.* (So we can cooperate with the member of the groups and compete with the other groups.)  
 Appendix F/Interview 2

However, there were only some students volunteering to mention the imperative verb and the transitional markers. The rest only listened to others' answers. (Appendix E/Field note 2)

#### j) Task 10

Task 10 requires the students to arrange a jumbled procedure into a good procedural text. Below is the descriptive statistic of the students' responses on the effectiveness of Task 10 of Unit 2, while the computation of the questionnaire is available in Appendix D.



**Table 4.35: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 10 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.15	Good
Input	34	4.06	Good
Activity	34	3.88	Good
Student Role	34	4.18	Good
Setting	34	4.03	Good
Teacher role	34	3.94	Good

The table shows that the goal of Task 10 is in the good category with the mean value of 4.15. It means that this task was effective to facilitate the students to understand about how to write a good procedural text. It is in line with the following interview transcript.

- R : *Ini tasknya efektif gak untuk memperdalam pemahaman tentang penulisan procedural text?* (Was this task effective to make you more understand about how to write a procedural text?)  
 S : *Iya.* (Yes, it was.)

Appendix F/Interview 2

In terms of input, Task 10 is in the good category with the mean value of 4.06. It means that the input was understandable and relevant to the students' interests. This statement is supported by the interview transcript below.

- R : *Trus jumbled stepnya ini mudah dimengerti gak? Masih sesuai topic kan?* (Were the jumbled steps understandable? It was still relevant with the topic, right?)  
 S : *Iya..mudah.* (Yes, they were understandable and relevant to th topic. Easy.)

Appendix F/Interview 2

It can be seen in the table that the activity of Task 10 is in the good category with the mean value of 3.88. It means that the activity was

understandable and it could motivate the students to learn English. This statement is supported by the interview transcript below.

- R : *Activitinya? Adakah kesulitan?* (What about the activity? Was there any difficulty?)  
 S : *Uhm.. Gak ada kesulitan. Perintahnya jelas.* (There was no difficulty. The instruction was clear.)

Appendix F/Interview 2

The student role and the teacher role in Task 10 are in the good category well with the mean values of 4.18 for the student role and 3.94 for the teacher role. In this task, the students were the doers, while the teacher was the organizer of the class. This statement is in line with the following interview transcript.

- R : *Teacher's sama students' rolenya? Perannya?* (What do you think about the teacher role and the student role?)  
 S : *Hmm.. Kita mengerjakan, gurunya mengawasi, mengatur.. Gitu kan. Udah berjalan bagus sih.* (We did the task, while the teacher kept an eye upon us and controlled us. They were already good.)

Appendix F/Interview 2

In terms of setting, Task 10 is in the good category with the mean value of 4.03. It means that this task was effective to be done in groups. It is also shown in the following interview transcript.

- R : *Settingnya?* (What about the setting?)  
 S : *Efektif.* (It was effective.)

Appendix F/Interview 2

#### **k) Task 11**

Task 11 requires the students to write a procedural text based on a situation. Below is the descriptive statistic of the students' responses on the

effectiveness of Task 11 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.36: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 11 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.06	Good
Input	34	3.97	Good
Activity	34	4.03	Good
Student Role	34	4.06	Good
Setting	34	4.06	Good
Teacher role	34	4.03	Good

Based on the table, the goal of Task 11 is in the good category with the mean value of 4.06. It means that this task was effective to facilitate the students to write a procedural text based on a situation. It is in line with the following interview transcript.

- R : *Ini efektif gak untuk latihan nulis procedural text?* (Was this task effective to facilitate you to write a procedural text?)  
 S : *Yes. Kan kita membuat. Kita menulis sendiri, gitu.* (Yes, it was. We did make and write the text by ourselves.)

Appendix F/Interview 2

It is shown in the table that the input of Task 11 is in the good category with the mean value of 3.97. It means that the situations (as the input) were understandable and relevant to the students' interests. This statement is supported by the interview transcript below.

- R : *Situasi-situasinya mudah dimengerti gak? Sesuai minat kalian?* (Were the situations understandable and relevant to your interest?)  
 S : *Ini ya.. Mudah dimengerti.* (They were understandable.)  
 S : *Sesuai topic juga kan, jadinya sesuai jurusan juga.* (Since they were relevant to the topic, they were also relevant to our study program.)

Appendix F/Interview 2

In terms of activity, Task 11 is in the good category with the mean value of 4.03. It means that this task was understandable and it could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Aktifitasnya gimana? Mudah dimengerti? Menarik?* (What about the activity? Was it understandable? Interesting?)  
 S : *Mudah dimengerti. Kalau menariknya..biasa saja. Hehe. Tapi bagus untuk latihan menulis ini.* (It was understandable but not really interesting. However, it was good to practice writing this kind of text.)

Appendix F/Interview 2

The student role and the teacher role of Task 11 are in the good category with the mean values of 4.06 for the student role and 4.03 for the teacher role. In this task, the students were the doers, while the teacher was the observer. This statement is supported by the following interview transcript.

- R : *Peran guru sama muridnya?* (What is your opinion about the teacher role and the student role?)  
 S : *Good. Berjalan baik.* (They were good. They run well.)

Appendix F/Interview 2

In terms of setting, Task 11 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is in line with the interview transcript below.

- R : *Ini dikerjakan secara individu ya. Bagaimana menurut kalian?* (This task was supposed to be done individually. What do you think about it?)  
 S : *Effective. Menulis text seperti ini memang enak dikerjakan sendiri. Kalau bareng-bareng malah nggak selesai-selesai.* (It was effective. Writing a text like this is good to be done individually. It would be a waste of time if we do it in groups/pairs.)

Appendix F/Interview 2

### 1) Task 12

Task 12 requires the students to make a dialogue about operating an office machine in pairs. It is a free guided task. Below is the descriptive statistic of the students' responses on the effectiveness of Task 12 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.37: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 12 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.03	Good
Input	34	4.03	Good
Activity	34	4.15	Good
Student Role	34	3.97	Good
Setting	34	4.12	Good
Teacher role	34	4.00	Good

Based on the table, Task 12 is in the good category with the mean value of 4.03. It means that this task was effective to facilitate the students to use the expressions they learn by making a dialogue freely.

- R : *Task 12 ya. Nah, disini kalian membuat dialog secara bebas. Apakah ini efektif untuk lebih memahami penggunaan expressions of asking for and giving instructions?* (In Task 12 you were asked to make a dialogue freely. Was it effective to make you more understand about the use of expressions of asking for and giving instructions?)
- S : *Iya. Kan lebih bebas mau pake yang gimana. Jadinya ya kita bisa pilih mau pake ekspresi seperti apa untuk cerita seperti apa, gitu.* (Yes, it was. We were free to choose the expressions for our own story.)

#### Appendix F/Interview 2

It can be seen in the table that the input of Task 12 is in the good category with the mean value of 4.03. It means that the input of this task was

understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Ada kesulitan gak? Perintahnya jelas kan?* (Was there any difficulty? The instruction was clear, right?)  
 S : *Hmm, gak ada kesulitan. Mungkin cuma bingung mau bikin cerita yang kayak gimana gitu.* (There was no difficulty. May be we were just confused about what story will we develop.)

Appendix F/Interview 2

In terms of activity, Task 12 is in the good category with the mean value of 4.15. It means that the activity of this task was understandable and it could motivate the students to learn English. It is in line with the following interview transcript.

- R : *Ada kesulitan gak? Perintahnya jelas kan?* (Was there any difficulty? The instruction was clear, right?)  
 S : *Hmm, gak ada kesulitan. Mungkin cuma bingung mau bikin cerita yang kayak gimana gitu.* (There was no difficulty. May be we were just confused about what story will we develop.)  
 S : *Kalau aku gak ada kesulitan sih. Perintahnya sudah jelas.* (For me, there was no difficulty. The instruction was clear.)

Appendix F/Interview 2

The student role and the teacher role in Task 12 are in the good category with the mean values of 4.97 and 4.00. In this task, the students are the doers, while the teacher is the language consultant and the feedback giver as well. It is supported by the interview transcript below.

- R : *Peran siswa sama peran gurunya gimana?* (What do you think about the student role and the teacher role?)  
 S : *Udah bagus. Gurunya bantu dan juga ngasih komentar. Trus..settingnya ya Mbak. Hehe. Settingnya juga udah bagus.* (They were already good. The teacher helped the students and also gave comments. The setting was good as well.)

## Appendix F/Interview 2

In terms of setting, Task 12 is in the good category with the mean value of 4.12. It means that this task was effective to be done in pairs. It is in line with the interview transcript below.

- R : *Peran siswa sama peran gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus. Gurunya bantu dan juga ngasih komentar. Trus..settingnya ya Mbak. Hehe. Settingnya juga udah bagus.* (They were already good. The teacher helped the students and also gave comment. The setting was good as well.)
- S : *Iya, bikin dialog secara berpasangan. Udah pas.* (It was good to make the dialogue in pairs.)

## Appendix F/Interview 2

## a) Task 13

Task 13 requires the students write a procedural text about operating an office machine. It is a free guided task. Below is the descriptive statistic of the students' responses on the effectiveness of Task 13 of Unit 2, while the computation of the questionnaire is available in Appendix D.

**Table 4.38: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 13 of Unit 2**

Aspects	N	Mean	Category
Goal	34	4.15	Good
Input	34	3.88	Good
Activity	34	4.00	Good
Student Role	34	4.15	Good
Setting	34	4.15	Good
Teacher role	34	4.15	Good

It can be seen in the table that the goal of Task 13 is in the good category with the mean value of 4.15. It means that this task was effective to facilitate

the students to make a procedural text. It is in line with the following interview transcript.

R : *Task 13 ya. Task ini tujuannya apa sih?* (What is the goal of this Task 13?)

S : *Hmm, latihan membuat procedural text.* (Writing a procedural text.)

S : *Membuat procedural text sesuai yang sudah dipelajari di sini.* (Writing a procedural text based on what we have learned here.)

Appendix F/Interview 2

The input is in the good category with the mean value of 3.88. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the following interview transcript.

R : *Trus, ada gak kesulitan di sini?* (So, was there any difficulty in this task?)

S : *Uhm, enggak sih. Jelas perintahnya. Kayak yang task sebelumnya.* (There was no difficulty. The instruction was clear. Just the same with the previous task.)

Appendix F/Interview 2

In terms of activity, Task 13 is in the good category with the mean value of 4.00. It means that the activity of this task was understandable and it could motivate the students to learn English. It is in line with the interview transcript below.

R : *Trus, ada gak kesulitan di sini?* (So, was there any difficulty in this task?)

S : *Uhm, enggak sih. Jelas perintahnya. Kayak yang task sebelumnya.* (There was no difficulty. The instruction was clear. Just the same with the previous task.)

Appendix F/Interview 2

The student role and the teacher role in Task 13 are also in the good category with the mean values of 4.15 for the student role and 4.15 for the



teacher role. In this task, the students were the doers, while the teacher was the feedback giver. This statement is supported by the following interview transcript.

- R : *Peran siswa dan gurunya gimana? Sudah baik atau belum?* (What do you think about the student role and the teacher role? Were they already good?)  
 S : *Udah sih. Tidak ada kesulitan.* (They were already good. There was no difficulty.)

Appendix F/Interview 2

The table shows that the setting of Task 13 is in the good category with the mean value of 4.15. It means that this task was effective to be done individually. It is in line with the interview transcript below.

- R : *Settingnya?* (What about the setting?)  
 S : *Settingnya secara individu...* (It was individually.....)  
 S : *Udah bagus. Bikin text secara individu lebih enak.* (It was already good. It feels good to write a text individually.)

Appendix F/Interview 2

From the evaluation above, it can be concluded that Unit 2 is already good. It is shown by the mean value of each item of questionnaire which is above 3.4. It is also supported by the data from the interview and the field note. However, based on the interview and the field note, there are some tasks that should be revised. They are Task 4, Task 5, and Task 9. In Task 4 the students prefer to do the task individually, in Task 5 they do not need to be provided with the expressions in the box, while in Task 10 the students prefer to do the task in groups. The table below presents the evaluation of Unit 2 based on the implementation.

**Table 4.39: The evaluation of Unit 2 based on the implementation**

<b>Task</b>	<b>Evaluation</b>
Task 1	The task is good and does not need any revision
Task 2	The task is good and does not need any revision
Task 3	The task is good and does not need any revision
Task 4	The task is good. However, it needs a revision in the setting.
Task 5	The task is good. However, it needs a revision in the input and the activity.
Task 6	The task is good and does not need any revision
Task 7	The task is good and does not need any revision
Task 8	The task is good and does not need any revision
Task 9	The task is good. However, it needs a revision in the setting.
Task 10	The task is good and does not need any revision.
Task 11	The task is good and does not need any revision
Task 12	The task is good and does not need any revision
Task 13	The task is good and does not need any revision

## 2) The Revision of Unit 2

After being evaluated, the unit was revised into the final draft of Unit 2. In Task 4 the students preferred working individually to working in groups. Therefore, the setting of this task was changed into working individually. In Task 5 the students needed a more challenging activity. Subsequently, this task was revised by omitting the expressions in the box and changing the instruction of the activity. In Task 9 the students preferred working in groups to working individually. Therefore, the setting was revised into working individually. The following table presents the revision of Unit 2 based on the evaluation of the implementation, while the presentation of the final draft of Unit 2 can be seen in Appendix G.

**Table 4.40: The revision of Unit 2 based on the evaluation of the implementation**

Task	Revised Task Component	Revision
Task 4	Setting	Changing the setting of the task from working individually into working in groups.
Task 5	Input	Adding more options of expressions in the box in order to make the task more challenging.
Task 9	Setting	Changing the setting of the task from working individually into working in groups.

### c. The Try-out of Unit 3

The try-out of Unit 3 was conducted on April 17<sup>th</sup>, 2011. There were 34 students attending the try-out. The field note of the try-out can be seen in Appendix E.

#### 1) The Evaluation of Unit 3

After the try-out of Unit 3 had been conducted, the questionnaire to know the students' responses was distributed. The results of the questionnaire were used to evaluate the materials. To support the data from the questionnaire, some students were interviewed. The computation of the questionnaire is available in Appendix D, while the interview transcript is in Appendix F. The descriptive statistics of students' responses on the effectiveness of whole materials of Unit 3 is presented in Table 4.41 below.

**Table 4.41: The Descriptive Statistics of Students' Opinion toward the Whole Materials of Unit 3**

No.	Statement	N	Mean	Category
1.	The materials are able to help students in increasing their ability in English which is related to their background study and their needs.	34	4.09	Good
2.	All tasks in Unit 3 are able to support students in preparing themselves to have the real workplace.	34	4.00	Good

(continued)

No.	Statement	N	Mean	Category
3.	Unit 3 facilitates students to build their characters of punctuality and cooperation through the activities and the 'Today's Quote'.	34	4.18	Good
4.	The materials input in Unit 3 are various.	34	4.03	Good
5.	The activities in Unit 3 are various.	34	4.15	Good
6.	All tasks in Unit 3 are well arranged, from the dependent tasks to the independent ones.	34	4.21	Very good
7.	The vocabulary list helps students understand the materials.	34	3.85	Good
8.	The language used in Unit 3 was understandable.	34	4.21	Very good
9.	The instruction in each task is clear, so that it was understandable.	34	3.97	Good
10.	The appearance of Unit 3 is eye-catching.	34	4.15	Good
11.	The reflection section (My Reflection) helps student measure their understanding toward the materials of Unit 3.	34	3.88	Good
12.	The title of Unit 3 helps students to predict what topic they will learn.	34	4.06	Good
13.	The overview paragraph of Unit 3 helps students to know the objective of the learning process.	34	4.15	Good

Based on the table above, it can be seen that most of the statements are in the good category with the mean value in range of  $3.4 < X \leq 4.2$ , while the rest are in the very good with the mean value above 4.2. Therefore, it can be concluded that Unit 3 were well-developed. This conclusion is supported by the students' statements through the interview and the field note.

Unit 3 could accomplish its goal to help the students improve their English skills related to their study program. It means that the input texts and the topic were relevant to the study program. Moreover, the input and the activities were various. It can be seen in the interview transcript below.

- R : Menurut kalian, materi di Unit 3 ini membantu meningkatkan kemampuan Bahasa Inggris kalian yang sesuai dengan jurusan AP gak? (In your opinion, was Unit 3 effective to improve your English skill related to office administration?)
- S : Hmm, iya. (Hmm, it is effective).
- S : Temanya sesuai dengan AP, tentang meeting-meeting. Teks-teksnya juga sesuai. Ada meeting kan, memo juga.. (The topic was relevant to our study programs, it was about meetings. The input texts were also appropriate. About meeting and memo.)
- R : Jadi, teksnya beda-beda gitu kan? Tida monoton? (The input texts were various, right?)
- S : Iya. Hmm, aktivitasnya juga macem-macem. Ada nulis memo, bikin dialog, kayak gitu. (Yes, they were. The activities were also various; writing memo, making dialogue, etc.)

Appendix F/Interview 3

The appearance of Unit 3 was eye-catching. It influenced the students' motivation to learn English. It can be seen in the interview transcript below.

- R : Tampilannya gimana? (What do you think about the appearance?)
- S : Sip Mbak. Pokoknya kalau warna, trus ada gambarnya tuh enak. (It was good. When it is colourful and there are pictures in it, I like it.)

Appendix F/Interview 3

The title of the unit was effective to help the students predict what they were going to learn. The overview paragraph which contains the learning objectives was also useful for the students. It is in line with the following interview transcript and field note.

- R : Judul sama paragraph ini bisa bantu kalian memperkirakan apa yang akan kalian pelajari? (Could the title and the overview paragraph help you predict what you were going to learn?)
- S : Yap. Judulnya pake direction dan meeting-meeting gitu. (Yes, they could. The title uses the expression of giving direction, and it's about a meeting room.)
- S : Trus di paragrafnya ini kan juga sudah disebutkan apa yang akan dipelajari. (Then, the paragraph also states what we are going to learn.)

Appendix F/Interview 3

When the teacher asked the students what they were going to learn, the students could answer correctly. They read the title and the overview paragraph to explain about the materials to be discussed. (Appendix E/Field note 3)

All of the tasks in Unit 3 were well arranged from the dependent tasks to the independent task. The instructions were also easy to understand so the students could do the activity fluently. These statements are supported by the following interview transcript.

- R : *Maksudnya, apakah kegiatannya tersusun dari yang mudah-mudah dan ada bantuannya trus baru yang ke kegiatan mandiri gitu?* (Were the tasks arranged from the easy tasks with some guidance to the independent tasks?)
- S : *Ohh, iya. Kayak pas latihan di passive voice ini.* (Yes they were. I found it in the tasks about passive voice.)
- S : *Trus yang dialog kan melengkapi dulu, baru bikin sendiri..* (And about the dialogue, we completed some dialogues first. After that, we made the dialogue by ourselves.)

Appendix F/Interview 3

The tasks and the 'Today's Quote's in Unit 3 could improve students' characters of punctuality and cooperation. It is in line with the interview transcript below.

- R : *Melalui tasks dan 'Today's Quote' di Unit 3 ini, apakah ada nilai-nilai ketepatan waktu atau punctuality, dan tentunya kerjasama? Kan kita di sini membicarakan rapat ya..* (Was this unit effective to facilitate you to improve the characters of punctuality and cooperation?)
- S : *Bisa sih ..* (Yes, it was.)
- S : *Pas nulis memo juga kan kita menyantumkan jam, harus on time gitu..* (When writing the memo we mentioned the time, meaning that we should be on time..)

Appendix F/Interview 3

### a) Task 1

Task 1 aims to introduce students to the topic of Unit 3. It requires the students to answer five questions based on a picture on office meeting. Below is the descriptive statistic of the students' responses on the effectiveness of Task 1 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.42: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 1 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.12	Good
Input	34	4.00	Good
Activity	34	4.09	Good
Student Role	34	4.17	Good
Setting	34	4.06	Good
Teacher role	34	4.12	Good

Based on the table above, the goal of Unit 3 is in the good category with the mean value of 4.12. It means that this task was effective to introduce students to the topic. It can be seen in the interview transcript below.

- R : *Task ini bisa berfungsi untuk mengenalkan kalian pada topic di Unit 3 ini gak?* (Was the task effective to introduce you to the topic of Unit 3?)
- S : *Eh, bisa ya..* (I think it was effective)
- S : *Ini kan diskusi tentang gambar orang rapat gitu. Pertanyaan-pertanyaannya juga nyambung.* (It discussed the picture office meeting. The questions were also relevant.)

Appendix F/Interview 3

Based on the table, the input of Task 1 is in the good category by conveying the mean value of 4.00. It means that the input was understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Ini kalau gambarnya gimana? Mudah dipahami?* (What about the picture? Was it understandable?)  
 S : *Iya, jelas kok ini.* (Yes, it was.)

Appendix F/Interview 3

In terms of activity, Task 1 is in the good category by conveying the mean value of 4.09. It means that the activity was understandable and it could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Adakah kesulitan di Task ini?* (Was there any difficulty in this task?)  
 S : *Gimana? Enggak ya..* (There was no difficulty.)  
 S : *Iya. Mudah dipahami kok.* (It was understandable.)

Appendix F/Interview 3

It is shown in the table that the student role and the teacher role are in the good category by conveying the mean values of 4.17 and 4.12. The students were the doers, while the teacher was the facilitator. It is in line with the following interview transcript.

- R : *Teacher role sama student rolenya gimana?* (What about the student role and the teacher role?)  
 S : *Sudah bagus.* (They were already good)  
 S : *Tadi sih berjalan lancar.* (The class ran well.)

Appendix F/Interview 3

Based on the table, it is also shown that the setting of the task is in the good category by conveying the mean value of 4.06. It means that the task was effective to be done in pairs. It is supported by the interview transcript below.

- R : *Settingnya?* (What about the setting?)  
 S : *In pairs. Good.*

Appendix F/Interview 3



### b) Task 2

Task 2 requires the students to listen to a dialogue and answer five multiple choice questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 2 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.43: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 2 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.18	Good
Input	34	4.00	Good
Activity	34	4.06	Good
Student role	34	4.09	Good
Setting	34	3.91	Good
Teacher role	34	4.09	Good

The table above shows that the goal of Task in the good category by attaining the mean value of 4.18. It means that the task was effective to improve students' listening skill related to the topic of the materials. It is supported by the interview transcript below.

- R : *Apakah task ini efektif untuk meningkatkan kemampuan listening kalian?* (Was this task effective to improve your listening skill?)
- S : *Iya. Kan ada pertanyaan-pertanyaannya juga yang mengharuskan kita latihan listening.* (Yes, it was. There have been some questions about the content of the dialogue which require us to practice listening.)
- S : *Jadi kan bagaimanapun juga kita latihan identifikasi ekspresinya, dan sebagainya.. gitu.* (We had to identify the expressions and so on.)

Appendix F/Interview 3

Based on the table, the mean value of the input is 4.00 and is in the good category. It means that the input of Task 2 was understandable and relevant to the students' interests. It is in line with the interview transcript below.

- R : *Dialognya gimana?* (What about the dialogue?)  
 S : *Hmm, mudah dipahami.* (It was understandable.)  
 S : *Isinya juga sesuai dengan topic.* (The content was also relevant to the topic.)

Appendix F/Interview 3

In terms of activity, Task 2 is in the good category. It can be seen in the table that the mean value is 4.06. It means that the activity was understandable and it could motivate the students to learn English. It is supported by the following interview transcript.

- R : *Aktivitasnya?* (What about the activity?)  
 S : *Understandable. Eh, iya kan.. hehe* (Understandable, wasn't it?)  
 S : *Hihi. Seneng kalau abc gini.* (I like multiple choice questions.)

Appendix F/Interview 3

Based on the table, the student role and the teacher role are in the good category. The means values are 4.09 for the student role and 4.09 for the teacher role. In this task, the students were the doers while the teacher was the facilitator. This statement is supported by the following interview transcript.

- R : *What do you think about the teacher role and the student role?*  
 S : *Itunya.. Tadi Mbak'e bantu njelasin dialognya juga kan.. Trus kita ngerjain.* (You helped us understand the dialogue and we did the task.)

Appendix F/Interview 3

It can be seen in the table that the mean value of the setting is 3.91 and is in the good category. It means that this task was effective to be done individually. It is in line with the following interview transcript.

- R : *Settingnya? Secara individu ini..* (What about the setting?)  
 S : *Bisa. Udah efektif.* (It was effective.)

Appendix F/Interview 3

### c) Task 3

Task 3 requires the students to read a dialogue, answer five T/F questions, and act the dialogue out in pairs. Below is the descriptive statistic of the students' responses on the effectiveness of Task 3 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.44: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 3 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.21	Very good
Input	34	4.03	Good
Activity	34	4.18	Good
Student role	34	3.97	Good
Setting	34	3.94	Good
Teacher role	34	3.91	Good

Based on the table above, the goal of Task 3 is in the very good category with the mean value of 4.21. It means that Task 1 is very effective to improve the students' speaking skill related to the topic of the materials. This statement is supported by the following interview transcript.

- R : *Gimana.. Apakah task ini efektif untuk meningkatkan kemampuan speaking?* (Was this task effective to improve your speaking skill?)  
 S : *Yes. Ada ekspresi-ekspresinya. Trus juga latihan bacanya tadi.* (Yes, it was. There are some expressions in the dialogue. We also acted the dialogue out.)

Appendix F/Interview 3

In terms of input, the table shows that Task 3 is in the good category by conveying the mean value of 4.03. It means that the dialogue was understandable and relevant to the students' interests. It also can be seen in the following interview transcript.

- R : *Ini dialognya mudah dimengerti ya? Topiknya sesuai juga kan?* (The dialogue was understandable and relevant with the topic, wasn't it?)
- S : *Hmm, iya. Gak terlalu panjang.* (Yes, it was. The dialogue was not too long.)
- S : *Juga masih tentang direction ke ruang rapat.* (It also still talked about direction to a meeting room.)

Appendix F/Interview 3

The table above also shows that the activity of Task 3 is in the good category by conveying the mean value of 4.18. It means that the activity was understandable and is able to motivate students to learn English. It is in line with the following interview transcript.

- R : *Ada kesulitan gak?* (Was there any difficulty in this task?)
- S : *Nggak kok. Mudah dipahami.* (No, there was not. It was understandable.)

Appendix F/Interview 3

It can be seen the table that the student role and teacher role are in the good category. The mean values are 3.97 for the student role and 3.91 for the teacher role. The students were the doers, while the teacher was the facilitator. It is in line with the following interview transcript.

- R : *Peran guru dan muridnya ini gimana?* (What do you think about the teacher role and the student role?)
- S : *Berjalan lancar sih..* (It ran well.)
- S : *Gurunya bantu memahami dialog juga..* (The teacher helped understand the dialogue.)

Appendix F/Interview 3

The table shows that the setting of Task 3 is in the good category with the mean value of 3.94. It means that the task was effective to be done in pairs. It is also stated in the interview transcript below.

- R : *Settingnya oke ya? Ini kan berdialog..* (The setting was good, right?)  
 S : *Iya..* (Yes, it was.)  
 S : *Iya, dialog lebih mudah dengan berpasangan.* (Yes, it was. It is easier to work in pairs when dealing with dialogues.)

Appendix F/Interview 3

#### d) Task 4

Task 4 facilitates students to learn about some expressions of asking for and giving directions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 4 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.45: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 4 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.15	Good
Input	34	3.82	Good
Activity	34	4.09	Good
Student Role	34	4.09	Good
Setting	34	3.97	Good
Teacher role	34	4.03	Good

The table shows that the goal of Task 4 is in the good category with the mean value of 4.15. It means that this task was effective to give students an explanation about the expressions of giving and asking for directions. It is in line with the following interview transcript.

- R : *Task ini efektif gak untuk memberi penjelasan tentang ekspresi-ekspresi giving and asking for directions?* (Was this task effective to give you an explanation about the expressions of asking for and giving directions?)  
 S : *Yak.. Lengkap deh contoh-contohnya.* (Yes, it was. The examples were so complete)

Appendix F/Interview 3

In terms of input, it can be seen in the table that Task 4 is in the good category with the mean value of 3.82. It means that the input of this task was understandable and relevant to the students' interests. It is in line with the following interview transcript.

- R : *Berarti ini penjelasannya udah sip ya?* (So, the explanation was already good, right?)  
 S : Yes, it was.  
 S : *Gak ada kesulitan pokoknya.* (No difficulty.)

Appendix F/Interview 3

In terms of activity, Task 4 is in the good category with the mean value of 4.09. It means that the activity of this task was understandable and could motivate the students to learn English. It is supported by the interview transcript below.

- R : *Berarti ini penjelasannya udah sip ya?* (So, the explanation is already good, right?)  
 S : Yes, it was.  
 S : *Gak ada kesulitan pokoknya.* (No difficulty.)

Appendix F/Interview 3

In terms of student role and teacher role, it can be seen in the table that Task 4 is in the good category. The mean values are 4.09 for the student role and 4.03 for the teacher role. In this task, the students were the doers, while the teacher was the facilitator. This statement is supported by the interview transcript below.

- R : What about the student role and the teacher role?  
 S : *Bingung sih.. Tapi berjalan dengan baik tadi.* (It was confusing. However it ran well.)  
 S : *Kita memahami penjelasan, trus Mbaknya bantu menjelaskan juga.* (We studied the explanation, while you helped explain the materials.)

Appendix F/Interview 3

Based on the table, the setting of Task 4 is in the good category by conveying the mean value of 3.97. It means that this task was effective to be done in pairs. It is in line with the interview transcript below.

- R : And the setting?  
 S : In pairs *ya..* Good, good. *Hehe.* (It was already good).  
 S : *Iya. Sudah berjalan lancar..* (Yes. It ran well.)

Appendix F/Interview 3

#### e) Task 5

Task 5 requires the students to complete five dialogues with the correct expressions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 5 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.46: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 5 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.07	Good
Input	34	4.02	Good
Activity	34	4.03	Good
Student Role	34	4.12	Good
Setting	34	4.05	Good
Teacher role	34	3.90	Good

Based on the table above, it is shown the goal of Task 5 is in the good category by conveying the mean value of 4.07. It means that task was effective to facilitate the students to use the expressions they learn effectively.

It is supported by the following interview transcript.

- R : *Nah, di task ini bisa latihan menggunakan ekspresi-ekspresi tadi?*  
 (Could this task help you use the expressions?)  
 S : *Yap yap.* (Yes, it could.)

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The table shows that the input of Task 5 is in the good category by conveying the mean value of 4.02. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Nah, di task ini bisa latihan menggunakan ekspresi-ekspresi tadi?*  
(Could this task help you use the expressions?)  
S : *Yap yap.* (Yes, it could.)

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In terms of activity, Task 5 is in the good category. The table shows that the mean value of the activity is 4.03. It means that the activity in this task was understandable and it can motivate the students to learn English. It is in line with the following interview transcript.

- R : *Ada kesulitan mengerjakan?* (Was there any difficulty in this task?)  
S : *No. Sudah ada bantuan yang di dalam kurung ini juga.* (There was no difficulty. There have been a clue of the expression in the bracket).

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Based on the table, the student role and the teacher role are in the good category. The mean values are 4.12 for the teacher role and 3.90 for the teacher role. In this task, the students acted as the performers while the teacher was the observer. It is in line with the following interview transcript.

- R : *Teacher's sama students' rolenya gimana?* (What do you think about the teacher and the student roles?)  
S : *Udah. Kita ngerjain, trus gurunya memeriksa muter-muter gitu tadi.*  
(They were good. We did the task and the teacher observed us.)

Appendix F/Interview 3



In terms of setting, Task 5 is in the good category by conveying the mean value of 4.05. It means that this task was effective to be done individually and to be compared with a partner. This statement is supported by the interview transcript below.

- R : *Setting pengerjaannya?* (What about the setting?)  
 S : *Dah bagus. Dikerjain sendiri-sendiri tapi hasilnya didiskusikan sama temen gitu.* (It was good. We did the task individually but then discussed the answers with our partner.)

Appendix F/Interview 3

#### f) Task 6

Task 6 requires the students to make a dialogue based on a situation in pairs. Below is the descriptive statistic of the students' responses on the effectiveness of Task 6 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.47: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 6 of Unit 3**

Aspects	N	Mean	Category
Goal	34	3.91	Good
Input	34	3.96	Good
Activity	34	4.00	Good
Student Role	34	4.09	Good
Setting	34	4.10	Good
Teacher role	34	3.97	Good

The table shows that the goal of Task 6 is in the good category with the mean value of 3.91. It means that this task was effective to facilitate the students to make a dialogue using the expressions of asking for and giving directions. It is in line with the following interview transcript.

- R : *Nah, di task ini apakah kalian terbantu untuk menggunakan ekspresi giving directions secara lebih bebas?* (Was this task effective to

help you use the expressions of giving and asking for directions more independently?)

- S : *Iya, soalnya kan di sini tidak sekedar melengkapi, tapi membuat dialog.* (Yes, it was, since we did not merely completing a dialogue, but also making a dialogue.)

Appendix F/Interview 3

It can be seen in the table that the input of Task 6 is good by conveying the mean value of 3.96. It means that the input was understandable and relevant to the students' interests. The following interview transcript supports this statement.

- R : *Petanya sama situasinya gimana?* (What do you think about the map and the situations (the input)?

- S : *Petanya simple, mudah dimengerti.* Trus.. (The map was simple and understandable.)

- S : *Situasinya juga mudah dimengerti dan sesuai topic.* (The situations were understandable as well and relevant to the topic.)

Appendix F/Interview 3

The table shows that the activity of Task 6 is good with the mean value of 4.00. It means that this task was understandable and it can motivate the students to learn English. This statement is supported by the following interview transcript.

- R : *Adakah kesulitan?* (Any difficulty?)

- S : *No. Instruksinya jelas.* (No. The instruction was clear.)

Appendix F/Interview 3

The table also shows that the student role and the teacher role are in the good category with the mean value of 4.09 for the student role and 3.97 for the teacher role. In this task, the students were the performers, while the

teacher was the feedback giver. This statement is in line with the following interview transcript.

- R : *Kalau peran siswa dan guru?* (What do you think about the student role and the teacher role?)  
 S : *Yah, siplah Mbak.* (They were already good.)

Appendix F/Interview 3

In terms of setting, the table shows that Task 6 is in the good category by conveying the mean value of 4.10. It means that this task was effective to be done in pairs. This statement is in line with the interview transcript below.

- R : *Buat dialog kan, berarti efektif dikerjakan in pairs dong?* (Was this task effective to be done in pairs?)  
 S : *Iya Mbak, kayak yang tadi-tadi.* (Yes, it was. Just the same with the similar tasks.)

Appendix F/Interview 3

#### g) Task 7

Task 7 requires the students to read a text about a secretary's responsibilities in a meeting and then answer five comprehension questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 7 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.48: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 7 of Unit 3**

Aspects	N	Mean	Category
Goal	34	3.88	Good
Input	34	4.03	Good
Activity	34	4.12	Good
Student Role	34	4.09	Good
Setting	34	4.09	Good
Teacher role	34	4.03	Good

Based on the table, the goal of Task 7 is in the good category by conveying the mean value of 3.88. It means that this task was effective to improve students' reading skill about the related topic. This statement is supported by the following interview transcript.

- R : *Di task ini bisa meningkatkan kemampuan reading ya?* (In this task you were helped to improve your reading skill, right?)  
 S : *Yak. Kan untuk menjawab pertanyaannya kita harus baca.* (Yes, we were. To answers the questions we had to read the text first.)

Appendix F/Interview 3

It is shown in the table that the input of Task 7 is in the good category with the mean value of 4.03. It means that the text (as the input text) was understandable and relevant to the students' interests. It is also shown in the interview transcript below.

- R : *Kalau teksnya sendiri gimana?* (What about the text?)  
 S : *Mudah, gak terlalu panjang. Sesuai topic juga.* (It was understandable, not too long, and relevant to the topic.)

Appendix F/Interview 3

In terms of activity, Task 7 is in the good category with the mean value of 4.12. It represents that this task was understandable and it can motivate the students to learn English. It is in line with the following interview transcript.

- R : *Gak ada kesulitan ya?* (No difficulty, right?)  
 S : *Nggak ada Mbak. Enak kok.* (No difficulty. It's easy.)

Appendix F/Interview 3

In this task the students were the performers while the teacher was the facilitator. Based on the table above, those roles are in the good category with

the mean value of of 4.09 for the student role and 4.03 for the teacher role. It is in line with the following interview transcript.

- R : *Peran ininya? Siswa sama guru?* (What do you think about the student role and the teacher role?)  
 S : *Ehmm, bagus. Tadi Mbaknya bantu kita memahami teksnya juga.* (They were good. You helped us understand the text.)

Appendix F/Interview 3

Based on the table, the setting of Task 7 is in the good category with the mean value of 4.09. It means that this task was effective to be done in pairs. It is supported by the following interview transcript.

- R : *Dikerjakan berpasangan bisa?* (Could you do it in pairs?)  
 S : *Bisa ya..* (We could, couldn't we?)  
 S : *Iya, bisa..* (Yes, we could.)

Appendix F/Interview 3

#### h) Task 8

Task 8 facilitates students to learn about the passive voice. Below is the descriptive statistic of the students' responses on the effectiveness of Task 8 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.49: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 8 of Unit 3**

Aspects	N	Mean	Category
Goal	34	3.91	Good
Input	34	3.91	Good
Activity	34	4.18	Good
Student Role	34	3.88	Good
Setting	34	4.03	Good
Teacher role	34	3.94	Good

Based on the table above, the goal of Task 8 is in the good category by conveying the mean value of 3.91. It means that this task was effective to give an explanation about the passive voice. It is also shown in the following interview transcript.

- R : *Gimana task ini? Bisa bantu memberi penjelasan?* (What do you think about this task? Was it effective to give you an explanation about the passive voice?)  
 S : Hmm, ya.. (Yes, it was effective.)

Appendix F/Interview 3

In terms of input, Task 8 is in the good category. It can be seen in the table that the mean value of the input is 3.91. It means that the input was understandable and relevant to the students' interests. However, based on the interview transcript below, the explanation is too simple.

- R : *Penjelasannya gimana?* (What do you think about the explanation?)  
 S : *Jelas, simple..* (It was understandable and simple.)  
 S : *Tapi terlalu simple Mbak. Kan di task berikutnya kita diminta melengkapi yang ada past sama present gitu, nah di sini kan belum ada penjelasannya sama contohnya.* (But I think it was too simple. In the next task we were asked to complete the dialogues with a certain situation; in the past or in the present tense. Whereas, there was no explanation about the past and the present..)  
 S : *Iya ding, mungkin ditambah gitu..* (I think so. May be it should be added with those explanation.)

Appendix F/Interview 3

Based on the table, the activity of Task 8 is in the good category with the mean value of 4.18. It means that the activity was understandable and it can motivate the students to learn English. It is also shown in the following interview transcript.

- R : *Penjelasannya gimana?* (What do you think about the explanation?)  
 S : *Jelas, simple..* (It was understandable and simple.)  
 S : *Tapi terlalu simple Mbak. Kan di task berikutnya kita diminta melengkapi yang ada past sama present gitu, nah di sini kan belum ada penjelasannya sama contohnya.* (But I think it was too simple. In the next task we were asked to complete the dialogues with a certain situation; in the past or in the present tense. Whereas, there was no explanation about the past and the present..)  
 S : *Iya ding, mungkin ditambah gitu..* (I think so. May be it should be added with those explanation.)

Appendix F/Interview 3

It is shown in the table that the student role and the teacher role of Task 8 are in the good category. The mean values are 3.88 for the student role and 3.94 for the teacher role. In this task, the students were the performers, while the teacher was the facilitator. This statement is supported by the following interview transcript.

- R : *Student role sama teacher rolenya?* (What do you think about the student role and the teacher role?)  
 S : *Good. Mbaknya bantu menerangkan ininya..* (They were good. You helped us understand the explanation.)

Appendix F/Interview 3

In terms of setting, Task 8 is in the good category with the mean value of 4.03. It means that this task was effective to be done in pairs. It is in line with the interview transcript and field note below.

- R : *Efektifkah dikerjakan secara berpasangan?* (Was it effective to be done in pairs?)  
 S : *Yes, it was.*

Appendix F/Interview 3

In Task 8 the students were asked to study an explanation about the passive voice. They read the explanation carefully and start to discuss it with their partners. (Appendix E/Field note 3)

### i) Task 9

Task 9 facilitates students to have a grammar practice about the passive voice. Below is the descriptive statistic of the students' responses on the effectiveness of Task 9 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.50: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 9 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.15	Good
Input	34	4.18	Good
Activity	34	4.12	Good
Student Role	34	4.18	Good
Setting	34	4.06	Good
Teacher role	34	4.18	Good

It can be seen in the table that the goal of Task 9 is in the good category with the mean value of 4.15. It means this task was effective to improve the students' grammar knowledge. It is in line with the following interview transcript.

- R : *Di task ini bisa belajar tentang penyusunan passive voice ya?* (In this task you could learn about how to construct a passive voice, right?)  
 S : *Yak, harus pake V3..* (Yes, we could. The passive voice should use a V3.)

Appendix F/Interview 3

In terms of input, Task 9 is in the good category with the mean value of 4.18. It means that the input was understandable and relevant to the students' interests. However, based on the interview transcript below the students needed an example of how to do the task.



- R : *Ini mudah dimengerti kan kalimat-kalimatnya?* (The sentences here were understandable, weren't they?)
- S : *Iya. Udah ada klu di dalam kurung itu.* (Yes, they were. There has been a clue in the bracket.)
- S : *Cuma tadi agak bingung, maksudnya gimana gitu. Untung dikasih contoh sama Mbaknya. Jadi lebih baik ini dikasih contoh cara ngerjain gitu.* (I was just a little bit confused of how to do the task. Fortunately you gave us an example. So, I think it will be better if you add an example of how to do the task.)

Appendix F/Interview 3

Based on the table, the mean value of the activity for Task 9 is 4.12 and is in the good category. It means that the activity was understandable and it could motivate the students to learn English. This statement is in line with the following interview transcript.

- R : *Oke, tapi ini mudah kan? Maksudnya, instruksinya jelas, trus jelas gitu suruh ngubah ke passive voice?* (Okay, but it was easy right? I mean, was the instruction clear? You understood that you were asked to change the sentence into the passive voice, didn't you?)
- S : *Kalo itu sih mudeng mbak. Setelah dikasih contoh kan langsung mudeng tadi.* (Yes, I understood. After you gave us the example, we did understand.)

Appendix F/Interview 3

The student role and the teacher role of Task 9 are in the good category. Based on the table, the mean values are 4.18 for the student role and 4.18 as well for the teacher role. In this task, the students were the performers, while the teacher was the observer. This statement is supported by the following interview transcript.

- R : *Student role and teacher rolenya?* (What do you think about the student role and the teacher role?)
- S : *Udah kok..* (They were already good.)

Appendix F/Interview 3

In terms of setting, Task 9 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is shown in the interview transcript below.

- R : *Dan settingnya? Gimana?* (What about the setting?)  
 S : *Individually kan ya.. Oke kok.* (Individually, right? I think that was already good.)

Appendix F/Interview 3

#### j) Task 10

Task 10 facilitates students to have a more independent grammar practice about the passive voice. Below is the descriptive statistic of the students' responses on the effectiveness of Task 10 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.51: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 10 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.06	Good
Input	34	4.09	Good
Activity	34	3.94	Good
Student Role	34	4.15	Good
Setting	34	4.06	Good
Teacher role	34	4.03	Good

Based on the table above, the goal of Task 10 is in the good category with the mean value of 4.06. It means that this task was effective to improve students' grammar knowledge by changing active sentences into the passive voices. It is in line with the following interview transcript.

- R : *Ini tasknya efektif gak untuk memperdalam pemahaman tentang mengubah kalimat aktif ke pasif gitu?* (Was this task effective to make you more understand about how to change an active sentence into the passive voice?)
- S : *Iya sih. Tadi kan baru ngubah verbnya, nah sekarang ngubah keseluruhan* (Yes, it was. In the previous task we just changed the verb, but in this task we changed the whole sentence.)

Appendix F/Interview 3

In terms of input, Task 10 is in the good category with the mean value of 4.09. It means that the input was understandable and relevant to the students' interests. However, the students needed an example of how to do the task. This statement is supported by the interview transcript below.

- R : *Ini juga perlu example kayak tadi?* (Do you need an example in this task?)
- S : *Oh iya.. Biar lebih jelas gitu.* (Yes, I do. It will ease us.)

Appendix F/Interview 3

It can be seen in the table that the activity of Task 10 is also in the good category with the mean value of 3.94. It means that the activity was understandable and it could motivate the students to learn English. This statement is supported by the interview transcript below.

- R : *Activitinya?* (What about the activity?)
- S : *Uhm.. Gak ada kesulitan.* (There was no difficulty.)

Appendix F/Interview 3

The table shows that the student role and the teacher role are in the good category. The mean values are 4.15 for the student role and 4.03 for the teacher role. It means that the student role as the performer and the teacher role as the observer were already effective. This statement is in line with the following interview transcript.

- R : *Peran guru dan siswanya?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus. Kita ngerjain, mbaknya meriksa.* (They were already good. We did the task and you observed us.)

Appendix F/Interview 3

In terms of setting, Task 10 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is also shown in the following interview transcript.

- R : *Settingnya individually ini juga sudah efektifkah?* (Was the setting also effective?)
- S : *Iya Mbak, kayak yang tadi.* (Yes, it was.)

Appendix F/Interview 3

#### k) Task 11

Task 11 requires the students to read a memo and answer eight comprehension questions. Below is the descriptive statistic of the students' responses on the effectiveness of Task 11 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.52: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 11 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.18	Good
Input	34	4.09	Good
Activity	34	3.97	Good
Student Role	34	4.03	Good
Setting	34	4.12	Good
Teacher role	34	4.12	Good

Based on the table, the goal of Task 11 is in the good category with the mean value of 4.16. It means that this task was effective to improve the

students' reading skill on a memo. It is in line with the following interview transcript.

- R : *Gimana? Bisa meningkatkan kemampuan membaca?* (Could this task help you improve your reading skill?)  
 S : *Yes, Mbak. Baca seksama dulu, baru bisa jawab pertanyaan.* (Yes, it could. We should read the memo carefully so we could answer the questions.)

Appendix F/Interview 3

Based on the table, the input of Task 10 is in the good category with the mean value of 4.09. It means that the input was understandable and relevant to students' need. This statement is supported by the interview transcript below.

- R : *Ini memonya gimana? Mudah dimengerti?* (What do you think about the memo? Was it understandable?)  
 S : *Iya, gak panjang. hehe.* (Yes, it was. Short.)  
 S : *Trus kita kan juga belajar tulis menulis memo gini, jadi sesuai sama kita.* (We also learned about writing memo in our other class, so it was relevant to our study program.)

Appendix F/Interview 3

In terms of activity, Task 11 is in the good category with the mean value of 3.97. It means that this task was understandable and it can motivate students to learn English. It is in line with the interview transcript below.

- R : *Aktifitasnya gimana?* (What about the activity?)  
 S : *Yah, mudah dimengerti. Kan kita sudah terbiasa mbak, kalau ada bacaan pasti ada pertanyaan gitu. Jadi ya gak ada kesulitan.* (Well, it was understandable. We have got used to do such a thing. When there is a text, there are questions following it.)

Appendix F/Interview 3

The table shows that the mean values for the student role and the teacher role are 4.03 and 4.12 which are in the good category. In this task the

students were the performers while the teacher was the facilitator. This statement is supported by the following interview transcript.

- R : *Peran guru sama muridnya? Apakah sudah efektif tadi, kalian mengerjakan trus saya bantu menerangkan isi memo gitu?* (What is your opinion about the teacher role and the student role? You did the task and I helped you understand the memo..)
- S : *Good. Iya tadi udah kayak gitu dan berjalan baik.* (Good. It ran well.)

Appendix F/Interview 3

Task 11 is effective to be done in pairs. It is shown in the table that the mean value of the setting is 4.12 and in the good category. It is in line with the interview transcript below.

- R : *In pairs ya ini. Gimana menurut kalian?* (What do you think about the setting?)
- S : *Hmm, good good..* (I think that was good.)

Appendix F/Interview 3

#### I) Task 12

Task 12 facilitates the students to study an explanation about how to write a memo and a list. Below is the descriptive statistic of the students' responses on the effectiveness of Task 12 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.53: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 12 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.00	Good
Input	34	4.09	Good
Activity	34	4.18	Good
Student Role	34	3.91	Good
Setting	34	4.18	Good
Teacher role	34	4.15	Good

Based on the table, the goal Task 12 is in the good category with the mean value of 4.00. It means that this task was effective to give an explanation to the students about a memo and a list. This is in line with the interview transcript below.

- R : *Gimana, di task ini bisa terbantu untuk memahami ini, memo dan list?* (Could this task help you understand about a memo and a list?)  
 S : *Yes, yes..* (Yes, it could.)

Appendix F/Interview 3

Based on the table, the input of Task 12 is in the good category with the mean value of 4.09. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Ini penjelasannya mudah dimengerti kan?* (The explanation was understandable, wasn't it?)  
 S : *Iya Mbak. Simple kok.* (Yes, it was. It was simple.)  
 S : *Jadi mahaminya enak, gak ada kesulitan..* (So, it was easy to understand, no difficulty.)

Appendix F/Interview 3

In terms of activity, Task 12 is in the good category with the mean value of 4.18. It means that the activity of this task was understandable and could motivate the students to learn English. It is supported by the interview transcript below.

- R : *Ini penjelasannya mudah dimengerti kan?* (The explanation was understandable, wasn't it?)  
 S : *Iya Mbak. Simple kok.* (Yes, it was. It was simple.)  
 S : *Jadi mahaminya enak, gak ada kesulitan..* (So, it was easy to understand, no difficulty.)

Appendix F/Interview 3

The student role and the teacher role of Task 12 are in the good category. The mean values are 3.91 for the student role and 4.15 for the teacher role. In this task, the students were the performers while the teacher was the facilitator. This is supported by the interview transcript below.

- R : *Peran siswa sama peran gurunya gimana?* (What do you think about the student role and the teacher role?)  
 S : *Apasih.. Uhm, tadi tu kita memahami trus mbaknya bantu njelasin gitu ya..* (We studied the explanation and you helped explain it)  
 S : *Ya, sudah bagus kok.* (Well, that was good.)

Appendix F/Interview 3

The setting of Task 12 is in the good category by conveying the mean value of 4.18. It means that this task was effective to be done in pairs. This statement is in line with the interview transcript below.

- R : *Settingnya?* (What about the setting?)  
 S : *Oh, ini udah berjalan baik tadi kan..* (Oh, it ran well.)

Appendix F/Interview 3

### m)Task 13

Task 13 requires the students to correct three memos and rewrite them in a good punctuation and structure. Below is the descriptive statistic of the students' responses on the effectiveness of Task 13 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.54: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 13 of Unit 3**

Aspects	N	Mean	Category
Goal	34	4.21	Good
Input	34	3.97	Good
Activity	34	4.00	Good
Student Role	34	4.12	Good
Setting	34	4.18	Good
Teacher role	34	4.12	Good



It can be seen in the table that the goal of Task 13 is in the good category with the mean value of 4.21. It means that this task was effective to improve the students' understanding on how to write a memo. It is in line with the following interview transcript.

- R : *Nah, apakah task ini efektif untuk meningkatkan pemahaman tentang penulisan memo?* (Was this task effective to improve your understanding on how to write a memo?)  
 S : *Iya.* (Yes, it was.)  
 S : *Kan dengan mencari kesalahan dan menulisnya lagi tu secara tidak langsung kita belajar membuat memo, gitu.* (By searching for the mistakes and rewriting the memos, we also learned how to make the memos themselves.)

Appendix F/Interview 3

In terms of input, Task 13 is in the good category with the mean value of 3.97. It means that the input of this task was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Ini mudah dipahami memonya?* (Were the memos understandable?)  
 S : *Iya. Mudah dan pendek, hehe.* (Yes. They were understandable and short, hehe)  
 S : *Enak juga aktifitasnya, nyari-nyari kesalahan..* (The activity was also understandable; looking for some mistakes.)

Appendix F/Interview 3

In terms of activity, Task 13 is in the good category with the mean value of 4.00. It means the activity of this task was understandable and could motivate the students to learn English. It is in line with the interview transcript below.

- R : *Ini mudah dipahami memonya?* (Were the memos understandable?)  
 S : *Iya. Mudah dan pendek, hehe.* (Yes. They were understandable and short, hehe)  
 S : *Enak juga aktifitasnya, nyari-nyari kesalahan..* (The activity was also understandable; looking for some mistakes.)

## Appendix F/Interview 3

The student role and the teacher role of Task 13 are in the good category. It can be seen in the table that the mean value for both of the student role and the teacher role are 4.12. In this task, the students were the performers while the teacher was the observer. It is in line with the following interview transcript.

- R : *Tadi teacher role sama student role nya gimana?* (What is your opinion about the teacher role and the student role?)  
 S : *Kita ngerjain, trus mbaknya muter-muter meriksa.. Iya kan..* (We did the task, and you walked around to observe our work, right?)  
 S : *Yes. Udah pas kok Mbak.* (Yes. That's already good.)

Appendix F/Interview 3

The table shows that the mean value of the setting of Task 13 is 4.18 and in the good category. It means that this task was effective to be done in groups. It is in line with the interview transcript below.

- R : *Settingnya individu ini, gimana?* (What about the setting?)  
 S : *Kayak gini sih.. Uhm,, secara berkelompok juga sudah bagus. Tadi bisa kan ya..* (I think it's already good. We could do that, right?)  
 S : *Yes.. Bisa.* (Yes, we could.)

Appendix F/Interview 3

**n) Task 14**

Task 14 requires the students to write two memos which contain a list of certain things based on the situations. Below is the descriptive statistic of the students' responses on the effectiveness of Task 14 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.55: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 14 of Unit 1**

Aspects	N	Mean	Category
Goal	34	4.06	Good
Input	34	3.85	Good
Activity	34	4.06	Good
Student Role	34	4.15	Good
Setting	34	4.06	Good
Teacher role	34	4.09	Good

Based on the table above, it can be seen that the goal of Task 14 is in the good category with the mean value of 4.06. It means that Task 14 was effective to help students write a memo and a list. It is in line with the following interview transcript.

- R : *Nah ini bisa meningkatkan kemampuan menulis memo dan list kan?* (Could this task help you improve your skill in writing a memo and a list?)
- S : *Ya, dengan menulis ini kan otomatis kemampuan kita bertambah, hehe.* (Yes, it could. By writing the memo and the list, our skill is improved automatically, hehe)

Appendix F/Interview 3

In terms of input, Task 14 is in the good category with the mean value of 3.85. It means that the input of this task was understandable and relevant to the students' interests. It is in line with the interview transcript below.

- R : *Situasinya ini mudah dipahami kan?* (Were the situations understandable?)
- S : *Iya, udah dijelasin. Trus format memonya itu membantu kok.* (Yes, they were. Moreover, the form of the memo was helpful.)

Appendix F/Interview 3

In terms of activity, Task 14 is in the good category with the mean value of 4.06. It means that the activity was understandable and could motivate the students to learn English. It is supported by the interview transcript below.

- R : *Tapi gak ada kesulitan kan dalam mengerjakan?* (But there's no difficulty in doing the task, right?)  
 S : *Enggak sih. Udah ada latihan-latihan sebelumnya juga kan..* (No difficulty. The previous exercise helped us do this task.)

Appendix F/Interview 3

The student role and the teacher role in Task 14 are also in the good category. It is shown in the table that the mean value for the student role is 4.15 and the mean value for the teacher role is 4.09. In this task, the students were the performers, while the teacher was the observer. It is in line with the following interview transcript.

- R : *Peran siswa sama gurunya gimana ini?* (What do you think about the student role and the teacher role?)  
 S : *Ehmm.. Kita mengerjakan, trus gurunya memeriksa muter-muter kayak tadi, gitu..* (We did the task and the teacher observed us.)

Appendix F/Interview 3

In terms of setting, the table shows that Task 14 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is also shown in the following interview transcript.

- R : And.. What is your opinion about the setting?  
 S : Setting? Individually..  
 S : *Ehmm.. Sudah bagus. Kan kalau kayak gini kalau dikerjakan bareng-bareng juga malah agak ribet.* (I think that's already good. If this kind of task should be done in pairs or in groups, it will be complicated.)

Appendix F/Interview 3

#### **o) Task 15**

Task 15 facilitates students to make a monologue using the expression of giving directions based on three situations. Below is the descriptive statistic of the students' responses on the effectiveness of Task 15 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.56: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 15 of Unit 1**

Aspects	N	Mean	Category
Goal	34	3.91	Good
Input	34	3.97	Good
Activity	34	4.15	Good
Student Role	34	4.15	Good
Setting	34	4.06	Good
Teacher role	34	4.06	Good

From the table above, it can be seen that the goal of Task 15 is in the good category with the mean value of 3.91. It means that Task 15 was effective to facilitate the students to use the expressions they learn by making a monologue. It is in line with the following interview transcript.

- R : *Apakah task ini efektif meningkatkan pemahaman penggunaan ekspresi giving directions secara lebih mandiri?* (Is this task effective to improve your understanding on the use of the expression of giving directions more independently?)
- S : *Yes. Ini kan kita memberi directions berdasar peta dan situasi. Trus lebih mandirinya karena gak ada bantuan-bantuan kayak contoh gitu..* (Yes. We gave directions based on the map and the situations. It was more independent because there was no help/guidance such as an example on how to do the task.)

Appendix F/Interview 3

In terms of input, Task 15 is in the good category with the mean value of 3.97. It means that the input was understandable and relevant to the students' interests. It is supported by the following interview transcript.

- R : *Situasinya sama mapnya gimana?* (What is your opinion about the map and the situations?)
- S : *Mapnya simple, mudah dipahami. Situasinya juga masih seputar meeting room, mudah dipahami juga.* (The map s simple and understandable. The situations were also still about meeting rooms. They were understandable as well.)

Appendix F/Interview 3

Based on the table, the mean value of the activity in Task 15 is 4.15 and is in the good category. It means that the activity was understandable and could motivate the students to learn English. It is supported by the interview transcript below.

- R : *Berarti gak ada kesulitan kan dalam mengerjakannya?* (So, there's no difficulty in doing the task, right?)
- S : *Nggak ada.. Ya harus pinter milih-milih ekspresinya saja.* (No difficulty. We just needed to be careful in choosing the expressions.)

Appendix F/Interview 3

In this task, the students were the performers, while the teacher was the feedback giver. Those roles are in the good category with the mean values of 4.15 for the student role and 4.06 for the teacher role. It is in line with the interview transcript below.

- R : *Peran siswa sama gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus Mbak. Udah lancar kan tadi. Mbaknya yang kasih masukan-masukan gitu.* (I think that's already good. You gave some feedbacks to the performance.)

Appendix F/Interview 3

In terms of setting, Task 15 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is in line with the following interview transcript.

- R : *Settingnya?* (What do you think about the setting?)  
 S : *Individually ya. Udah good.* (That was already good.)

Appendix F/Interview 3

#### p) Task 16

Task 16 requires the students to write a memo containing a list of certain things individually. Below is the descriptive statistic of the students' responses on the effectiveness of Task 16 of Unit 3, while the computation of the questionnaire is available in Appendix D.

**Table 4.57: The Descriptive Statistic of the Students' Responses on the Effectiveness of Task 16 of Unit 1**

	N	Mean	Category
Goal	34	3.94	Good
Input	34	4.03	Good
Activity	34	4.07	Good
Student Role	34	3.91	Good
Setting	34	4.06	Good
Teacher role	34	4.00	Good

Based on the table, the goal of Task 16 could be accomplished by achieving the mean value of 3.94. It means that this task was effective to improve students understanding on how to write a memo and a list of certain things. It is in line with the following interview transcript

- R : *Kalau di task ini gimana? Bisa meningkatkan kemampuan menulis memo dan list?* (Could this task improve your understanding in writing a memo and a list of certain things?)  
 S : *Yak, bisa.. Seperti task-task yang sebelumnya..* (Yes, it could. Same with the previous tasks.)

Appendix F/Interview 3

In terms of input, Task 16 is in the good category with the mean value of 4.03. It means that the input of this task was understandable and relevant to the students' interests. It is in line with the interview transcript below.

- R : *Mudah dipahami nggak tasknya? Atau mbingungi? Hehe.* (Was the task understandable? Or was it confusing?)  
 S : *Itunya ketentuannya sudah jelas, sesuai topik. Perintahnya jelas, trus..* (The situation was clear and relevant to the topic. The instruction was also clear.)  
 S : *Ya bisalah ngerjainnya.* (We could do the task.)

Appendix F/Interview 3

In terms of activity, Task 16 is in the good category with the mean value of 4.07. It means that this task was understandable and could motivate the students to learn English. This statement is in line with the interview transcript below.

- R : *Mudah dipahami nggak tasknya? Atau mbingungi? Hehe.* (Was the task understandable? Or was it confusing?)  
 S : *Itunya ketentuannya sudah jelas, sesuai topik. Perintahnya jelas, trus..* (The situation was clear and relevant to the topic. The instruction was also clear.)  
 S : *Ya bisalah ngerjainnya.* (We could do the task.)

Appendix F/Interview 3

The table shows that the student role and the teacher role are in the good category. The mean values are 3.91 for the student role and 4.00 for the teacher role. In this task, the students were as the doer, while the teacher was the observer. It is supported by the following interview transcript.

- R : What about the roles? The student role and the teacher role?  
 S : *Itunya tadi.. Kita mengerjakan, gurunya mengawasi ya..* (We did the task while the teacher observed us.)  
 S : *Iya, sepertit itu. Udah good.* (Yes, I think so. That's already good.)

Appendix F/Interview 3



In terms of setting, Task 16 is in the good category with the mean value of 4.06. It means that this task was effective to be done individually. It is in line with the interview transcript below.

- R : *Settingnya?* (What about the setting?)  
 S : *The setting is.. Individu ya ini.. Menurut saya sudah bagus sih..* (The setting was working individually, right? I think that's already good.)  
 S : *Iya, yang penting lancar ininya kan..hehe.* (I think so. It ran well.)

Appendix F/Interview 3

From the evaluation above, it can be concluded that Unit 3 is already good. It is shown by the mean value of each item of questionnaire which is above 3.4. It is also supported by the data from the interview and the field note. However, there are some tasks that should be revised. They are Task 8, Task 9, and Task 10. In Task 8 the students need an additional explanation about the passive voice while in Task 9 and Task 10 they need an example on how to do the task. The table below presents the evaluation of Unit 3 based on the implementation.

**Table 4.58: The evaluation of Unit 3 based on the implementation**

Task	Evaluation
Task 1	The task is good and does not need any revision
Task 2	The task is good and does not need any revision
Task 3	The task is good and does not need any revision
Task 4	The task is good and does not need any revision
Task 5	The task is good and does not need any revision
Task 6	The task is good and does not need any revision
Task 7	The task is good and does not need any revision
Task 8	The task is good. However, it needs a revision in the input.
Task 9	The task is good. However, it needs a revision in the input.
Task 10	The task is good. However, it needs a revision in the input.
Task 11	The task is good and does not need any revision
Task 12	The task is good and does not need any revision
Task 13	The task is good and does not need any revision

## 2) The Revision of Unit 3

After being evaluated, Unit 3 was revised into the final draft. In Task 8 the students needed an additional explanation about the passive voice. Therefore, Task 8 was revised by giving an additional explanation about the passive voice. In Task 9 and Task 10 the students needed an example of how to do the task. Subsequently, Task 9 and Task 10 were revised by giving an example of how to do the task. The following table presents the revision of Unit 3 based on the evaluation of the implementation, while the presentation of the final draft can be seen in Appendix G.

**Table 4.59: The revision of Unit 3 based on the evaluation of the implementation**

<b>Task</b>	<b>Revised Task Component</b>	<b>Revision</b>
Task 8	Input	Adding an explanation about the passive voice.
Task 9	Input	Giving an example of how to do the task.
Task 10	Input	Giving an example of how to do the task.

## **B. Discussion**

Since the nature of English in vocational schools is English for Specific Purposes (ESP), the materials in this study were developed using the ESP approach. It refers to the theory that ESP is an approach to language teaching which aims to meet the needs of particular learners (Hutchinson and Waters, 1987).

To make the materials relevant to the students' need, a needs analysis was conducted. It aimed to know the linguistic features in the target situation. After that, the result of the needs analysis was used as the base to develop the materials. This procedure is supported by the theory from Hutchinson and Water (1987) that the purpose of an ESP course is to enable learners to function adequately in a

target situation, that is, the situation in which the learners will use the language they are learning.

The materials were developed into three units based on the needs analysis, the English curriculum of vocational secondary school, and the characteristic of effective tasks. Every unit has the same design which consists of *Introduction*, *Main Activities*, and *Reinforcement*. The *Introduction* consists of a unit title and an overview paragraph which aim to introduce students to the materials they are going to learn. The *Main Activities* consists of three sections i.e. *Let's Get Started*, *Let's Listen and Speak*, and *Let's Read and Write* which cover the warming up task, oral cycle, and written cycle. The *Reinforcement* consists of *Let's Do More*, *Reflection*, and *Vocabulary List* which require the students to participate in the previous tasks of the *Introduction* and *Main Activities* sections.

There are 13 to 16 tasks in each unit. Based on the research findings, the arrangements of the tasks were considered easy to follow. Those tasks were presented in a sequence proposed by Nunan (2004) which requires the students to undertake activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction. In addition, each task of the materials has a minimum specification which contains six components (Nunan, 2004). Those components are goal, input, activity, setting, learner role, and teacher role.

The research findings indicated that the effective materials for the students are materials that have goals to master a vocabulary related to the students' study

program and to communicate using simple English in a daily life orally. Each task was developed referring to those goals. Subsequently, the research findings indicated that the goal of each task was accomplished. The accomplishment of the task was closely related to the input, activity, setting, and roles. When the other components are well organized, the goals are accomplished. This is in line with the statement from Nunan (2004) that a task should have a sense of completeness.

The research findings indicated that the effective input texts for the students are texts which are authentic, related to the students' needs, on the topics of daily life and secretarial work, with the length of 200-300 words. Based on the evaluation of the materials, the input of each task was understandable and relevant to the students' needs. Through the authentic inputs, the students learned language that is useful for them. This finding is supported by Tomlinson (1998) who states that materials should expose the learners to language in authentic use.

The research findings showed that the effective activities for the students are identifying places and characters based on the dialogue/monologue, acting out a dialogue in front of the class, analyzing the meaning and the use of certain words based on a text, arranging sentences into a good paragraph, repeating words after teacher in a good pronunciation, and having an error recognition task. The students have been familiar with those kinds of activities. Moreover, the procedures of the tasks were easy to follow. This finding is supported by Tomlinson (1998) who states that materials should help learners to develop confidence. Subsequently, the activity of each task was considered effective.

It was found that the effective teacher roles for the students are as a facilitator, as an observer, and as a feedback giver. When the teacher acted as a facilitator, the students were helped in receiving the inputs and in understanding the procedures. When the teacher became an observer, the students felt that they were being watched. Meanwhile, when the teacher gave feedback to the students, they were motivated to learn more. Those roles were able to make the students motivated in completing the task. This finding is in line with the article written by Piet Van Avermaet et al in Kris Van den Branden (2006) stating that a teacher should support task performance in such a way as to trigger process such as the negotiation of meaning and content, the comprehension of rich input, the production of output and focus on form which are believed to be central to (second) language learning.

In terms of student role, it was found that the effective role for the students is as a performer. In these materials the students were required to perform tasks with many kinds of activities. Those tasks let the students actively participate in the activities. This finding is supported by Nunan (2004) who states that the learners effectively have opportunities to use their existing knowledge and skills.

The research findings showed that the effective settings in doing the tasks are working in groups and in pairs. Those settings were considered effective because the students could work cooperatively. It is in line with Harmer (2001) who states that group work encourages broader skills of cooperation and negotiation. He also states that pair work promotes learners' independence by

allowing them to work and interact independently without the necessary guidance of the teacher.

From the research findings, it was shown that the materials were well-developed. It can be seen from the mean value of each item of questionnaire of the students' responses on the effectiveness of the materials. The range of the mean value was 3.79 to 4.32 for Unit 1, 3.79 to 4.21 for Unit 2, and 3.82 to 4.21 for Unit 3. Based on the quantitative data conversion by Suharto (2006), those ranges are in the good and very good categories.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the research and the suggestions to other parties.

#### **A. Conclusions**

1. Learners' Needs and Learning Needs of the Eleventh Grade Students of Office Administration Department at SMK N 1 Godean
  - a. The Learners' Needs
    - 1) The students needed a dialogue/monologue describing a daily life that has been suited to their needs and a dialogue/monologue that is followed by (a) picture(s) for their listening inputs.
    - 2) The students needed a dialogue/monologue describing a daily life that has been suited to their needs and an explanation about the sentence pattern and/or the expressions which will be learned for their speaking inputs.
    - 3) The students needed an authentic text which is easy to find in a daily life and an explanation about the sentence pattern and/or the expressions which will be learned for their reading inputs.
    - 4) The students needed an explanation on the sentence pattern related to the text and an example of text that will be learned for their writing inputs.
    - 5) The students were able to receive 200-250 words for their listening, speaking, and reading input, and 250-300 words for their writing inputs.
    - 6) The students were interested in topics of daily life and secretarial/administrative works.

- 7) The students would use English both in spoken and written language and deal with formal letters in their work place.

b. The Learning Needs

- 1) The students expected that the materials help them master vocabulary related to their study program and communicate using simple English in a daily life orally.
- 2) For listening activities, the students chose to identify places and character based on a dialogue/monologue and to complete a dialogue which is being listened to orally.
- 3) For speaking activities, the students chose to act out a dialogue in front of the class in pairs and to discuss a certain topic/issue.
- 4) For reading activities, the students chose to analyze the meaning and the use of certain words and expressions based on a text.
- 5) For writing activities, the students choose to arrange sentences into a good paragraph and to complete a sentence with (a) word(s).
- 6) For vocabulary exercises, the students choose to studying the given words and their meaning and to complete missing sentences/paragraph.
- 7) For grammar exercises, the students choose to have an error recognition task and to write sentences based on a pattern.
- 8) The students wanted the teacher give an example on doing a task before asking the students to do the task (facilitator) and to observe the students in doing the task (observer).



- 9) The students wanted to be the doers/performers and the problem solvers in doing a task.
2. Effective English Materials for the Eleventh Grade Students of Office Administration Department at SMK N 1 Godean
    - a. The effective English materials had the following design.
      - 1) Introduction
 

It aims at introducing the students to the materials they are going to learn.

It consists of a unit title and an overview paragraph.
      - 2) Main Activities
 

The sections in this part are *Let's Get Started* (a warming up task), *Let's Listen and Speak* (oral cycle tasks), and *Let's Read and Write* (written cycle tasks).
      - 3) Reinforcement
 

This part requires the students to use all of the knowledge they have got from the previous parts. The sections in this part are *Let's Do More* (consisting of two free guided tasks which require the students to use the language functions and language focus in an independent way), *Reflection* (to measure how much improvement the students have made after learning English in the unit), and *Vocabulary List* (covering the vocabulary from the input texts in the unit).

b. The effective task had the following components.

1) Goal

The effective tasks were intended to help the students master vocabulary related to their study program and to help them communicate in English in their daily life both in oral and in written languages.

2) Input

The effective tasks had inputs that were authentic, related to the students' needs, on the topics of daily life and secretarial work, with the length of 200-300 words.

3) Activity

The effective activities for the students were identifying places and characters based on the dialogue/monologue, acting out a dialogue in front of the class, analyzing the meaning and the use of certain words based on a text, arranging sentences into a good paragraph, repeating words after teacher in a good pronunciation, and having an error recognition task.

4) Student role

The effective role for the students was as an active performer.

5) Teacher role

The effective teacher roles for the students were as a facilitator, as an observer, and as a feedback giver.

#### 6) Setting

The effective settings in doing the tasks were working in groups and in pairs.

### **B. Suggestions**

#### 1. To English teachers

Since there are still limited English materials that are relevant to students' needs, English teachers of vocational secondary schools should try to develop relevant English materials. In developing the materials, they should refer to the research finding about effective English materials that consist of *Introduction*, *Main Activities*, and *Reinforcement*. Moreover, each task in the materials should have a minimum specification that includes goals, input, activity, setting, student role, and teacher role.

#### 2. To other researchers

This research only focuses on developing the English learning materials for the eleventh grade students of Office Administration Department at SMKN 1 Godean. Since there are still many other study programs at vocational high schools, other researchers are expected to be able to develop English learning materials for other study programs.

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## **APPENDICES**

## APPENDIX A

### RESPONDENT

#### **Students of Eleventh Grade of Office Administration Department at SMK N 1 Godean (Class XI AP 1)**

- |                            |                           |
|----------------------------|---------------------------|
| 1. Ade Setyaningrum        | 18. Endang Tri Lestari    |
| 2. Ana Kurnia Nikmah       | 19. Erika Kusdiantari     |
| 3. Ari Suryani             | 20. Ervin Listia Rokhimah |
| 4. Ari Virgintito          | 21. Eti Novita Anggraeni  |
| 5. Ariantika Permana Putri | 22. Fajar Ekawati         |
| 6. Ariyani                 | 23. Febria Trianingsih    |
| 7. Arsita Sandra Putri     | 24. Febria Astuti         |
| 8. Ary Syalindri Putri     | 25. Findiana              |
| 9. Ayu Dewi Mayasari       | 26. Galuh Kusumawardani   |
| 10. Ayu Lestari Apriliani  | 27. Haryatun Nur Khasanah |
| 11. Ayu Lestari            | 28. Heny Riastuti         |
| 12. Chatarina Dwi Susanti  | 29. Ida Riani Solichatun  |
| 13. Cristina Suharyanti    | 30. Ika Martanti          |
| 14. Danik                  | 31. Indryana Listinawati  |
| 15. Desi Astuti            | 32. Ismi Tri Wulandari    |
| 16. Dia Yunitasari         | 33. Istinah               |
| 17. Emi Fatimah            | 34. Karmilah              |

#### **Materials Reviewer**

Name : Basikin, M.Ed, M.Phil

Position : Lecturer at English Education Department, UNY

## APPENDIX B THEORIES

### Framework for analyzing learner's needs proposed by Hutchinson and Waters

**(1987)**

Why are the learners taking the course?

- Compulsory or optional;
- Apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude toward the ESP course? Do they want to improve their English or they resent the time they have spent on it?

How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore/ alienate them?

What resources are available?

- Number and professional competence of teachers;
- Attitude of teachers to ESP;
- Teacher's knowledge of and attitude to the subject content;
- Materials;
- Aids;
- Opportunities for out-of-class activities

Who are the learners?

- Ages/ sex/ nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their in socio-cultural background
- What teaching styles are they used to?
- What is their attitude to English or to the culture of the English-speaking world?

Where will the ESP course take place?

- Are the surrounding pleasant, dull, noisy, cold, etc?
- Time of day;
- Everyday/once a week;
- Full-time/part-time;
- Concurrent with need or pre-need

(Hutchinson and Waters, 1987: 62)



**Textbook evaluation criteria (adapted from Robinett (1978) in Brown (2001))**

1. Goals of the course (Will this textbook accomplish your course goal?)
2. Background of the students (Does the book fit the students' background?)
  - a. age
  - b. native language and culture
  - c. educational background
  - d. motivation or purpose for learning English
3. Approach (Does the theoretical approach reflected in the book reflect a philosophy that you and your institution and your students can easily identify with?)
  - a. theory of learning
  - b. theory of language
4. Language skills (Does the book integrate the "four skills"? is there any balanced approach toward the skills? Does the textbook emphasize skills which the curriculum also emphasized?)
  - a. listening
  - b. speaking
  - c. reading
  - d. writing
5. General content (Does the book reflect what is now known about language and language learning?)
  - a. validity-does the textbook accomplish what it purposes to?
  - b. authenticity of language
  - c. appropriateness and currency of topics, situations, and contexts
  - d. proficiency level-is it pitched for the right level?
6. Quality of practice material
  - a. exercises-is there a variety from controlled to free?
  - b. clarity of directions-are they clear to both students and teacher?
  - c. active participation of students-is this encouraged effectively?
  - d. grammatical and other linguistic explanation-inductive or deductive?
  - e. review material-are there sufficient spiraling and review exercises?
7. Sequencing (How is the book sequenced?)
  - a. by grammatical structure
  - b. by skills
  - c. by situations
  - d. by some combination of the above
8. Vocabulary (Does the book pay sufficient attention to words and word study?)

- a. relevance
  - b. frequency
  - c. strategies for words analysis
- 9. General sociolinguistics factors
  - a. variety of English-American, British, dialects, or international varieties
  - b. cultural content-is there a cultural bias?
- 10. Format (Is the book attractive, usable, and durable?)
  - a. clarity of typesetting
  - b. use of special notation (phonetic symbols, stress/intonation marking, etc.)
  - c. quality and clarity of illustration
  - d. general layout-is it comfortable and not too “busy”?
  - e. size of the book and binding
  - f. quality of editing
  - g. index, table of contents, chapter headings
- 11. Accompanying materials (Are there useful supplementary materials?)
  - a. workbook
  - b. tapes-audio and/or video
  - c. posters, flash cards, etc.
  - d. a set of tests
- 12. Teacher’s guide (Is it useful?)
  - a. methodological guidance
  - b. alternative and supplementary exercises
  - c. suitability for nonnative speaking teacher
  - d. answer keys

Robinett (1978) in Brown (2001: 142))

## APPENDIX C RESEARCH INSTRUMENTS

**Table 1: The Organization of the Needs Analysis Questionnaire**

Item number	Number of item	The purposes
1	1	To find out students' goals of learning English
2, 3, 4, 5, 6, 7, 8, 9, 10,	9	To find out the kind of input that the students like/need most
11, 12, 13, 14, 15, 16,	6	To find out the suitable activities that students want the most
17	1	To find out the learning setting the students want most
18	1	To find out the teacher roles that the students want most
19	1	To find out the student roles that the students want most
20, 21	2	To find out the target situations needs of the students

### NEEDS ANALYSIS QUESTIONNAIRE



**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

Kepada : Siswa kelas XI Administrasi Perkantoran (XI AP 1)  
SMK N 1 GODEAN

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi siswa SMK kelas XI Jurusan Administrasi Perkantoran di SMK N 1 Godean, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas XI SMK Jurusan Administrasi Perkantoran. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih.

Yogyakarta, November 2010

Peneliti,

Desi Trisiwiyanti

NIM. 06202241031

**Kuesioner Analisis Kebutuhan Siswa akan Materi Pembelajaran Bahasa Inggris SMK  
Jurusan Administrasi Perkantoran**

**Data Responden**

Nama :

Jenis Kelamin :

*Lingkari jawaban yang Anda anggap sangat mewakili diri Anda. Jawaban yang dipilih untuk setiap pertanyaan boleh lebih dari satu.*

**A. Tujuan Pembelajaran**

1. Saya mengharapkan materi pembelajaran Bahasa Inggris yang bertujuan menjadikan saya .....
  - a. mampu menguasai kosa kata bahasa Inggris yang berkaitan dengan bidang kejuruan yang saya tekuni (sekretaris)
  - b. mampu menguasai penggunaan tata bahasa dengan baik
  - c. mampu merespon ungkapan-ungkapan yang digunakan sehari-hari baik dalam konteks formal maupun informal dengan baik.
  - d. mampu membedakan ungkapan-ungkapan baik formal maupun informal dalam teks lisan monolog dan/atau dialog.
  - e. mampu menggunakan ungkapan-ungkapan dalam situasi formal dan informal.
  - f. mampu melakukan tindak tutur seperti menyapa dan mengakhiri percakapan, memperkenalkan diri dan orang lain, mendeskripsikan benda atau orang, dsb.
  - g. mampu berkomunikasi secara lisan dengan menggunakan bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari.
  - h. lain-lain:
 

.....

.....

**B. Input**

2. Dalam kelas Bahasa Inggris, *input listening* (mendengarkan) yang saya inginkan adalah.....
  - a. monolog/dialog yang bersifat otentik, yang mudah dapat dijumpai dalam keseharian (misal, siaran berita, acara radio, film, lagu, dll)
  - b. monolog/dialog disertai kosakata yang berkaitan dengan topik
  - c. monolog/dialog yang diawali dengan penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang akan dibahas
  - d. monolog/dialog yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa
  - e. monolog/dialog yang dilengkapi dengan gambar
  - f. lain-lain:
 

.....

.....
3. Panjang *input listening* yang saya kuasai adalah...

- a. 200- 250 kata
  - b. 250- 300 kata
  - c. 300- 350 kata
  - d. 350-400 kata
  - e. lainnya .....
4. Dalam kelas Bahasa Inggris, *input speaking* (berbicara) yang saya inginkan adalah.....
- a. monolog/dialog yang bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian
  - b. monolog/dialog yang diikuti pembahasan kata sulit dari monolog/dialog yang disimak
  - c. deskripsi isi monolog/dialog yang disimak
  - d. penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang akan dipelajari dalam monolog/dialog
  - e. monolog/dialog disertai dengan gambar
  - f. monolog/dialog yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa
  - g. lain-lain:
- .....
- .....
5. Panjang *input speaking* yang saya kuasai adalah...
- a. 200- 250 kata
  - b. 250- 300 kata
  - c. 300- 350 kata
  - d. 350-400 kata
  - e. lainnya .....
6. Dalam kelas Bahasa Inggris, *input reading* (membaca) yang saya inginkan adalah.....
- a. Teks yang bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal: label, lowongan pekerjaan, surat lamaran pekerjaan, dll)
  - b. Teks yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa
  - c. Teks teks yang disertai kosakata yang berkaitan dengan topik
  - d. Penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang berkaitan dengan topik
  - e. Teks teks disertai gambar
  - f. lain-lain:
- .....
- .....
7. Panjang *input reading* yang saya kuasai adalah...
- a. 200- 250 kata
  - b. 250- 300 kata
  - c. 300- 350 kata

- d. 350-400 kata
- e. lainnya .....

8. Dalam kelas Bahasa Inggris, *input writing* (menulis) yang saya inginkan adalah.....
  - a. Contoh teks/tulisan yang akan dipelajari
  - b. Kosakata yang berkaitan dengan teks yang akan ditulis
  - c. Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis
  - d. lain-lain:
    - .....
    - .....
9. Panjang *input writing* yang saya kuasai adalah...
  - a. 200- 250 kata
  - b. 250- 300 kata
  - c. 300- 350 kata
  - d. 350-400 kata
  - e. lainnya .....
10. Topik teks yang saya inginkan adalah tentang.....
  - a. kehidupan sehari-hari
  - b. ilmu pengetahuan dan teknologi
  - c. yang berkaitan dengan dunia sekretaris
  - d. isu/berita terkini
  - e. lainnya .....

### C. Aktivitas di Kelas

11. Dalam kegiatan *listening*, saya lebih menyukai aktivitas seperti...
  - a. mengidentifikasi kosakata kunci yang ada dalam dialog atau monolog yang disimak
  - b. mengidentifikasi tempat dan tokoh yang ada dalam dialog
  - c. mengidentifikasi ungkapan yang ada dalam dialog/monolog
  - d. mengidentifikasi struktur kalimat yang ada dalam dialog/monolog
  - e. melengkapi respon secara lisan terhadap dialog yang disimak
  - f. melengkapi respon secara tertulis terhadap dialog yang disimak
  - g. lainnya:.....
12. Dalam kegiatan *speaking*, saya lebih menyukai aktivitas seperti...
  - a. mempraktekkan dialog di depan kelas berpasangan dengan teman.
  - b. bermain peran (role play)
  - c. bertukar informasi antar teman dalam kelompok
  - d. berdiskusi tentang topik tertentu atau permasalahan tertentu
  - e. lainnya.....
13. Dalam kegiatan *reading*, saya lebih menyukai aktivitas seperti...
  - a. membaca teks reading nyaring dengan pengucapan dan intonasi yang benar
  - b. mendiskusikan isi teks dengan teman sebangku untuk memahaminya

- c. mendiskusikan isi teks dengan kelompok kecil untuk memahaminya
- d. menganalisa arti dari kata-kata tertentu dan penggunaannya berdasarkan konteks yang dibaca
- e. menganalisa arti ungkapan-ungkapan tertentu dan penggunaannya berdasarkan konteks yang dibaca
- f. lain-lain:

.....

.....

14. Dalam kegiatan *writing*, saya lebih menyukai aktivitas seperti...
- a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar
  - b. menyusun kalimat sehingga menjadi satu paragraph yang benar
  - c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat
  - d. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
  - e. menulis teks yang serupa dengan Teks teks yang diberikan oleh guru
  - f. menentukan sendiri Teks otentik dan menulis teks yang serupa
  - g. menulis teks tertentu dengan tata bahasa yang benar
  - h. lain-lain:

.....

.....

15. Dalam menambah penguasaan kosakata, saya lebih menyukai aktivitas seperti...
- a. mencocokkan kata-kata atau ungkapan bahasa Inggris dengan maknanya yang telah disediakan
  - b. mengartikan kata-kata atau ungkapan bahasa Inggris berdasarkan konteks yang dibaca atau diperdengarkan tanpa disediakan maknanya terlebih dahulu.
  - c. melengkapi kalimat atau paragraph dengan kata-kata yang telah disediakan sebelumnya
  - d. melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan yang telah dimiliki sebelumnya.
  - e. mengidentifikasi kelompok kata dalam teks
  - f. menirukan guru dalam mengucapkan kata-kata tertentu dengan benar
  - g. lain-lain:

.....

.....

16. Untuk menguji kemampuan penguasaan tata bahasa (*grammar*), saya lebih menyukai aktivitas seperti.....
- a. mengidentifikasi kesalahan struktur kalimat
  - b. membenarkan kesalahan struktur kalimat
  - c. menulis kalimat berdasar pola yang telah dipelajari sebelumnya
  - d. lain-lain:

.....

.....

#### **D. Setting**

17. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka apa bila .....

- a. mengerjakan secara individu
- b. berdiskusi dan mengerjakannya dengan teman sebangku
- c. berdiskusi dan mengerjakannya secara berkelompok
- d. lain-lain:

.....

.....

#### **E. Peran Guru**

18. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika guru.....
- a. berkeliling untuk mengamati siswa dalam mengerjakan tugas
  - b. memberi contoh terlebih dahulu sebelum meminta siswa mengerjakannya
  - c. memberi jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas
  - d. membahas langsung tugas-tugas siswa
  - e. memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa.
  - f. lain-lain:

.....

.....

#### **F. Peran Siswa**

19. Dalam pembelajaran Bahasa Inggris, saya lebih suka jika peran saya...
- a. sebagai participant
  - b. hanya mendengarkan
  - c. sebagai pemecah masalah
  - d. lain-lain:

.....

.....

#### **G. Perkiraan Kebutuhan Dunia Kerja**

20. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris dalam bentuk.....
- a. lisan
  - b. tulisan
  - c. lisan dan tulisan
21. Berkas atau dokumen berbahasa Inggris yang akan saya temui saat bekerja nanti adalah.....
- a. surat-surat resmi
  - b. dokumen-dokumen resmi
  - c. memo, brosur, selebaran, katalok, dsb
  - d. media lisan berbahasa Inggris, misa: pengumuman lisan dalam bahasa Inggris, voice-mail (pesan suara), dsb.
  - e. lain-lain:

.....

.....



## MATERIALS EVALUATION QUESTIONNAIRE / UNIT 1



**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

---

Kepada : Siswa kelas XI Administrasi Perkantoran (XI AP 1)

SMK N 1 GODEAN

Sebagai tindak lanjut penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas XI jurusan Administrasi Perkantoran SMKN 1 Godean, maka dengan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini.

Angket ini bertujuan untuk mengetahui pendapat adik-adik mengenai beberapa hal yang berhubungan dengan materi pembelajaran Bahasa Inggris Unit 1 yang telah saya kembangkan.

Kuesioner ini tidak bermaksud untuk menguji atau menilai adik-adik, melainkan untuk memberi gambaran tentang tanggapan adik-adik terhadap materi yang telah saya kembangkan.

Akhirnya, atas kesediaan adik-adik untuk mengisi kuesioner ini saya sampaikan terimakasih.

Yogyakarta, April 2011

Peneliti,

Desi Trisiwiyanti

NIM. 06202241031

### KUESIONER EVALUASI MATERI UNIT 1

Berilah tanda (✓) pada salah satu pilihan saja.

Keterangan:

SS: Sangat Setuju

R: Ragu-ragu

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

**Table 2: Materials Evaluation Questionnaire (Unit 1)**

No.	Pernyataan	SS	S	R	TS	STS
<b>Keseluruhan Unit 1</b>						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Latihan-latihan dan peribahasa di 'Today's Quote' dalam Unit 1 mengandung nilai kerjasama ( <i>cooperation</i> ) dan pandangan yang lebih terbuka ( <i>independence</i> ).					
4.	Input materi dalam Unit 1 beragam					
5.	Kegiatan dalam Unit 1 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam Unit 1 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Sesi 'Vocabulary List' membantu saya memahami isi materi.					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik.					
11.	Sesi 'My Reflection' di Unit 1 membantu mengukur pemahaman saya terhadap materi.					
12.	Judul Unit 1 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Masukan lain:						
.....						
.....						
<b>Task 1 - Let's Get Started</b>						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5	Task 1 efektif dikerjakan secara berkelompok					
6	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						

No.	Pernyataan	SS	S	R	TS	STS
.....						
<b>Task 2 – Let’s Listen and Speak (mendengarkan dan menjawab pertanyaan secara individu)</b>						
1.	Task 2 efektif untuk meningkatkan kemampuan mendengarkan ( <i>listening</i> ) saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 1 efektif dikerjakan secara individu					
6.	Peran guru sebagai fasilitator dalam Task 1 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
<b>Task 3 – Let’s Listen and Speak (memahami dialog dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 3 efektif untuk meningkatkan kemampuan berbicara ( <i>speaking</i> ) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 3 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						
<b>Task 4 – Let’s Listen and Speak (Memahami penjelasan tentang berbagai ekspresi secara berkelompok)</b>						
1.	Task 4 efektif untuk memberikan penjelasan tentang ekspresi-ekspresi yang saya pelajari di Unit 1.					
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 4 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
<b>Task 5 – Let’s Listen and Speak (Melengkapi dialog dengan ekspresi yang tepat secara berkelompok)</b>						
1.	Task 5 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 1.					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 5 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 4 sudah efektif					
Masukan lain untuk Task 5: ..... .....						
<b>Task 6 – Let’s Listen and Speak (Membuat dialog berdasar situasi yang diberikan secara berpasangan)</b>						
1.	Task 6 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 1 secara lebih mandiri.					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 6 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 6 sudah efektif					
Masukan lain untuk Task 6: ..... .....						
<b>Task 7 – Let’s Read and Write (Memahami Job Vacancy dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 7 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 7 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7: ..... .....						
<b>Task 8 – Let’s Read and Write (Menjodohkan lowongan pekerjaan dengan pelamar yang tepat secara berkelompok)</b>						
1.	Task 8 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					

No.	Pernyataan	SS	S	R	TS	STS
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 8 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai fasilitator dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
<b>Task 9 – Let’s Read and Write (Memahami penjelasan tentang Present Continuous Tense secara berkelompok)</b>						
1.	Task 9 efektif untuk memfasilitasi saya memahami Present Continuous Tense					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 9 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 9 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
<b>Task 10 – Let’s Read and Write (Mendeskripsikan kegiatan yang sedang dilakukan orang lain secara individu)</b>						
1.	Task 10 efektif untuk meningkatkan pemahaman saya tentang Present Continuous Tense					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 10 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
<b>Task 11 – Let’s Read and Write (Memahami surat lamaran kerja dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 11 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					

No.	Pernyataan	SS	S	R	TS	STS
5.	Task 11 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						
<b>Task 12 – Let's Read and Write (Memahami penjelasan tentang format surat lamaran pekerjaan)</b>						
1.	Task 12 efektif untuk memberikan penjelasan tentang penulisan surat lamaran pekerjaan.					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 12 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai fasilitator dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
<b>Task 13 – Let's Read and Write (Mengurutkan bagian surat lamaran pekerjaan menjadi surat yang baik)</b>						
1.	Task 13 efektif untuk meningkatkan pemahaman saya tentang penulisan surat lamaran kerja.					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 13 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						
<b>Task 14 – Let's Read and Write (Membuat surat lamaran pekerjaan berdasarkan situasi yang ada)</b>						
1.	Task 14 efektif untuk meningkatkan kemampuan menulis ( <i>writing</i> ) saya.					
2.	Input dalam Task 14 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 14 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 14 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 14 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 14 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 14:						
.....						
.....						
<b>Task 15 – Let's Do More (melakukan roleplay menggunakan ekspresi yang telah dipelajari)</b>						
1.	Task 15 efektif untuk memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 1 secara mandiri.					
2.	Input dalam Task 15 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 15 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 15 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 15 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi semangat ( <i>feedback giver</i> ) dalam Task 15 sudah efektif					
Masukan lain untuk Task 15:						
.....						
.....						
<b>Task 16 – Let's Do More (Menulis surat lamaran kerja)</b>						
1.	Task 16 efektif untuk memfasilitasi saya untuk berlatih menulis surat lamaran kerja secara mandiri.					
2.	Input dalam Task 16 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 16 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 16 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 16 efektif dikerjakan secara individu.					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 16 sudah efektif					
Masukan lain untuk Task 16:						
.....						
.....						

**MATERIALS EVALUATION QUESTIONNAIRE / UNIT 2**

**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

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Kepada : Siswa kelas XI Administrasi Perkantoran (XI AP 1)

SMK N 1 GODEAN

Sebagai tindak lanjut penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas XI jurusan Administrasi Perkantoran SMKN 1 Godean, maka dengan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini.

Angket ini bertujuan untuk mengetahui pendapat adik-adik mengenai beberapa hal yang berhubungan dengan materi pembelajaran Bahasa Inggris Unit 2 yang telah saya kembangkan.

Kuesioner ini tidak bermaksud untuk menguji atau menilai adik-adik, melainkan untuk memberi gambaran tentang tanggapan adik-adik terhadap materi yang telah saya kembangkan.

Akhirnya, atas kesediaan adik-adik untuk mengisi kuesioner ini saya sampaikan terimakasih.

Yogyakarta, April 2011

Peneliti,

Desi Trisiwiyanti

NIM. 06202241031



### KUESIONER EVALUASI MATERI UNIT 2

Berilah tanda (✓) pada salah satu pilihan saja.

Keterangan:

SS: Sangat Setuju

R: Ragu-ragu

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

**Table 3: Materials Evaluation Questionnaire (Unit 2)**

No.	Pernyataan	SS	S	R	TS	STS
<b>Keseluruhan Unit 2</b>						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Latihan-latihan dan peribahasa di 'Today's Quote' dalam Unit 2 mengandung nilai kerjasama ( <i>cooperation</i> ) dan keterhati-hatian ( <i>carefulness</i> ).					
4.	Input materi dalam Unit 2 beragam					
5.	Kegiatan dalam Unit 2 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam Unit 2 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Sesi 'Vocabulary List' membantu saya memahami isi materi.					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik.					
11.	Sesi 'My Reflection' di Unit 2 membantu mengukur pemahaman saya terhadap materi.					
12.	Judul Unit 2 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Masukan lain:						
.....						
.....						
<b>Task 1 - Let's Get Started</b>						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5	Task 1 efektif dikerjakan secara bersama-sama seluruh anggota kelas.					
6	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						

No.	Pernyataan	SS	S	R	TS	STS
.....						
<b>Task 2 – Let’s Listen and Speak (mendengarkan dan menjawab pertanyaan secara individu)</b>						
1.	Task 2 efektif untuk meningkatkan kemampuan mendengarkan ( <i>listening</i> ) saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 1 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 1 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
<b>Task 3 – Let’s Listen and Speak (memahami dialog dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 3 efektif untuk meningkatkan kemampuan berbicara ( <i>speaking</i> ) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 3 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						
<b>Task 4 – Let’s Listen and Speak (Memahami penjelasan tentang berbagai ekspresi secara individu)</b>						
1.	Task 4 efektif untuk memberikan penjelasan tentang ekspresi-ekspresi yang saya pelajari di Unit 2.					
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 4 efektif dikerjakan secara individu					
6.	Peran guru sebagai fasilitator dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
<b>Task 5 – Let’s Listen and Speak (Melengkapi dialog dengan ekspresi yang tepat secara individu)</b>						
1.	Task 5 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 2.					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 5 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 4 sudah efektif					
Masukan lain untuk Task 5: ..... .....						
<b>Task 6 – Let’s Listen and Speak (Membuat dialog berdasar situasi yang diberikan secara berpasangan)</b>						
1.	Task 6 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 2 secara lebih mandiri.					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 6 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 6 sudah efektif					
Masukan lain untuk Task 6: ..... .....						
<b>Task 7 – Let’s Read and Write (Membaca procedural text dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 7 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 7 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7: ..... .....						
<b>Task 8 – Let’s Read and Write (Memahami penjelasan tentang procedural text secara berkelompok)</b>						
1.	Task 8 efektif untuk memfasilitasi saya memahami penulisan <i>procedural text</i> .					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					

No.	Pernyataan	SS	S	R	TS	STS
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 8 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai fasilitator dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
<b>Task 9 – Let’s Read and Write (Mencari <i>imperative</i> dan <i>transitional marker</i> di <i>procedural text</i>)</b>						
1.	Task 9 efektif untuk memfasilitasi saya memahami penggunaan <i>imperative</i> dan <i>transitional marker</i> .					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 9 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 9 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
<b>Task 10 – Let’s Read and Write (Menyusun prosedur acak menjadi sebuah <i>procedural text</i> yang baik secara berkelompok)</b>						
1.	Task 10 efektif untuk meningkatkan pemahaman saya tentang penulisan <i>procedural text</i> .					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 10 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengatur ( <i>organizer</i> ) dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
<b>Task 11 – Let’s Read and Write (Menulis <i>procedural text</i> berdasar situasi yang ada secara inidivu)</b>						
1.	Task 11 efektif untuk meningkatkan kemampuan menulis ( <i>writing</i> ) saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					

No.	Pernyataan	SS	S	R	TS	STS
5.	Task 11 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						
<b>Task 12 – Let's Do More (Membuat dialog berdasar situasi yang ada secara berpasangan)</b>						
1.	Task 12 efektif untuk memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 2 secara lebih mandiri.					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 12 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
<b>Task 13 – Let's Do More (Menulis <i>procedural text</i>)</b>						
1.	Task 13 efektif untuk memfasilitasi saya menggunakan pengetahuan saya mengenai penulisan <i>procedural text</i> secara lebih mandiri.					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 13 efektif dikerjakan secara individu					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						

**MATERIALS EVALUATION QUESTIONNAIRE / UNIT 3**

**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

---

Kepada : Siswa kelas XI Administrasi Perkantoran (XI AP 1)

SMK N 1 GODEAN

Sebagai tindak lanjut penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas XI jurusan Administrasi Perkantoran SMKN 1 Godean, maka dengan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini.

Angket ini bertujuan untuk mengetahui pendapat adik-adik mengenai beberapa hal yang berhubungan dengan materi pembelajaran Bahasa Inggris Unit 3 yang telah saya kembangkan.

Kuesioner ini tidak bermaksud untuk menguji atau menilai adik-adik, melainkan untuk memberi gambaran tentang tanggapan adik-adik terhadap materi yang telah saya kembangkan.

Akhirnya, atas kesediaan adik-adik untuk mengisi kuesioner ini saya sampaikan terimakasih.

Yogyakarta, April 2011

Peneliti,

Desi Trisiwiyanti

NIM. 06202241031

### KUESIONER EVALUASI MATERI UNIT 3

Berilah tanda (√) pada salah satu pilihan saja.

Keterangan:

SS: Sangat Setuju

R: Ragu-ragu

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

**Table 4: Materials Evaluation Questionnaire (Unit 3)**

No.	Pernyataan	SS	S	R	TS	STS
<b>Keseluruhan Unit 3</b>						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Latihan-latihan dan peribahasa di 'Today's Quote' dalam Unit 3 mengandung nilai kerjasama ( <i>cooperation</i> ) dan ketepatan waktu ( <i>punctuality</i> ).					
4.	Input materi dalam Unit 3 beragam					
5.	Kegiatan dalam Unit 3 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam Unit 3 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Sesi 'Vocabulary List' membantu saya memahami isi materi.					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik.					
11.	Sesi 'My Reflection' di Unit 3 membantu mengukur pemahaman saya terhadap materi.					
12.	Judul Unit 3 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Masukan lain:						
.....						
.....						
<b>Task 1 - Let's Get Started</b>						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5	Task 1 efektif dikerjakan secara berpasangan					
6	Peran guru sebagai fasilitator dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						

No.	Pernyataan	SS	S	R	TS	STS
.....						
<b>Task 2 – Let’s Listen and Speak (mendengarkan dan menjawab pertanyaan secara individu)</b>						
1.	Task 2 efektif untuk meningkatkan kemampuan mendengarkan ( <i>listening</i> ) saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 1 efektif dikerjakan secara individu					
6.	Peran guru sebagai fasilitator dalam Task 1 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
<b>Task 3 – Let’s Listen and Speak (memahami dialog dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 3 efektif untuk meningkatkan kemampuan berbicara ( <i>speaking</i> ) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 3 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						
<b>Task 4 – Let’s Listen and Speak (Memahami penjelasan tentang berbagai ekspresi secara berpasangan)</b>						
1.	Task 4 efektif untuk memberikan penjelasan tentang ekspresi-ekspresi yang saya pelajari di Unit 3.					
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 4 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						



No.	Pernyataan	SS	S	R	TS	STS
<b>Task 5 – Let’s Listen and Speak (Melengkapi dialog dengan ekspresi yang tepat secara individu)</b>						
1.	Task 5 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 3.					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 5 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 4 sudah efektif					
Masukan lain untuk Task 5: ..... .....						
<b>Task 6 – Let’s Listen and Speak (Membuat dialog berdasar situasi yang diberikan secara berpasangan)</b>						
1.	Task 6 memfasilitasi saya untuk berlatih menggunakan ekspresi yang saya pelajari di Unit 3 secara lebih mandiri.					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 6 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 6 sudah efektif					
Masukan lain untuk Task 6: ..... .....						
<b>Task 7 – Let’s Read and Write (Membaca teks tentang kewajiban sekretaris dalam rapat dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 7 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
5.	Task 7 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7: ..... .....						
<b>Task 8 – Let’s Read and Write (Memahami penjelasan tentang <i>Passive Voice</i> secara berpasangan)</b>						
1.	Task 8 efektif untuk memberikan penjelasan tentang <i>Passive Voice</i>					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					

No.	Pernyataan	SS	S	R	TS	STS
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 8 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
<b>Task 9 – Let’s Read and Write (Melengkapi kalimat pasif dengan bentuk kata kerja yang tepat secara individu)</b>						
1.	Task 9 efektif untuk meningkatkan pemahaman saya tentang <i>Passive Voice</i>					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 9 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 9 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
<b>Task 10 – Let’s Read and Write (Merubah kalimat aktif ke kalimat pasif secara individu)</b>						
1.	Task 10 efektif untuk meningkatkan pengetahuan tata bahasa ( <i>grammar</i> ) saya.					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 10 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
<b>Task 11 – Let’s Read and Write (Membaca memo dan menjawab pertanyaan secara berpasangan)</b>						
1.	Task 11 efektif untuk meningkatkan kemampuan membaca ( <i>reading</i> ) saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					

No.	Pernyataan	SS	S	R	TS	STS
5.	Task 11 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						
<b>Task 12 – Let’s Read and Write (Memahami penjelasan tentang penulisan memo dan list secara berpasangan)</b>						
1.	Task 12 efektif untuk memberikan penjelasan tentang penulisan memo					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 12 efektif dikerjakan secara berpasangan					
6.	Peran guru sebagai fasilitator dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
<b>Task 13 – Let’s Read and Write (Mengoreksi dan menulis ulang memo secara berkelompok)</b>						
1.	Task 13 efektif untuk meningkatkan pemahaman saya tentang penulisan surat lamaran kerja.					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 13 efektif dikerjakan secara berkelompok					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						
<b>Task 14 – Let’s Read and Write (Menulis memo yang mengandung list secara individu.)</b>						
1.	Task 14 efektif untuk meningkatkan kemampuan menulis ( <i>writing</i> ) saya.					
2.	Input dalam Task 14 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 14 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 14 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 14 efektif dikerjakan secara individu					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 14 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 14:						
.....						
.....						
<b>Task 15 – Let’s Do More (Membuat monolog berdasarkan situasi secara individu)</b>						
1.	Task 15 efektif untuk memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 3 secara mandiri.					
2.	Input dalam Task 15 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 15 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 15 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 15 efektif dikerjakan secara individu					
6.	Peran guru sebagai pemberi masukan ( <i>feedback giver</i> ) dalam Task 15 sudah efektif					
Masukan lain untuk Task 15:						
.....						
.....						
<b>Task 16 – Let’s Do More (Menulis memo yang memuat <i>list</i> secara individu.)</b>						
1.	Task 16 efektif untuk memfasilitasi saya untuk berlatih menulis memo yang memuat daftar secara mandiri.					
2.	Input dalam Task 16 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 16 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 16 memberi kesempatan pada saya untuk berpartisipasi aktif					
5.	Task 16 efektif dikerjakan secara individu.					
6.	Peran guru sebagai pengamat ( <i>observer</i> ) dalam Task 16 sudah efektif					
Masukan lain untuk Task 16:						
.....						
.....						

## APPENDIX D

### QUANTITATIVE DATA

**Table 5: Result of the Needs Analysis**

Aspects	Question number	Students' needs	Percentage
Goals	1	(b) Mampu menguasai kosa kata bahasa Inggris yang berkaitan dengan bidang kejuruan yang saya tekuni.	26,6%
		(g)Mampu berkomunikasi secara lisan dengan menggunakan bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari	23,4%
		(a) Mampu menguasai kosa kata bahasa Inggris yang berkaitan dengan bidang kejuruan yang saya tekuni	14,9%
		(f) mampu melakukan tindak tutur seperti menyapa danmengakhiri percakapan, memperkenalkan diri dan orang lain, mendeskripsikan benda atau orang, dsb.	13,8%
		(c) mampu merespon ungkapan-ungkapan yang digunakan sehari-hari baik dalam konteks formal maupun informal dengan baik.	11,7%
		(d) mampu membedakan ungkapan-ungkapan baik formal maupun informal dalam teks lisan monolog dan/atau dialog	4,3%
		(e)mampu menggunakan ungkapan-ungkapan dalam situasi formal dan informal	4,3%
		(h) lain-lain	1,1%
Listening input	2.	(d) monolog/dialog yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa	25,9%
		(e)monolog/dialog disertai gambar	22,4%
		(b) monolog/dialog disertai kosakata yang berkaitan dengan topik	22,4%
		(c) monolog/dialog yang diawali dengan penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang akan dibahas	15,5%
		(a) monolog/dialog yang bersifat otentik, yang mudah dapat dijumpai dalam keseharian (misal, siaran berita, acara radio, film, lagu, dll)	12,1%
		(f) lain-lain	1,7%
Length of listening text	3	(a) 200-250 kata	67%
		(b) 250-300 kata	15,2%
		(d) lain-lain	15,2%
Speaking input	4	(f) monolog/dialog yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa	28,1%
		(d) penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang akan dipelajari dalam monolog/dialog	26,6%
		(b) monolog/dialog yang diikuti pembahasan kata sulit dari monolog/dialog yang disimak	15,6%
		(a) monolog/dialog yang bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian	15,5%
		(c) deskripsi isi monolog/dialog yang disimak	6,3%
		(e) Teks teks yang disertai dengan gambar	6,3%
		(g) lain-lain	1,6%
Length of	5	(a)200-250 kata	75,9%

Aspects	Question number	Students' needs	Percentage
speaking text		(b) 250-300 kata	20,7%
		(c) 300-400 kata	3,4%
Reading input	6	(a) Teks yang bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal: label, lowongan pekerjaan, surat lamaran pekerjaan, dll)	26.8%
		(d) Penjelasan tentang struktur kalimat dan/atau ungkapan-ungkapan yang berkaitan dengan topik	25.1%
		(c)Teks teks yang disertai kosakata yang berkaitan dengan topik	25%
		(b) Teks yang menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa	11,2%
		(e) Teks teks disertai gambar	10%
		(f) lainnya	1,9%
Length of reading text	7	(a)200-250 kata	36,2%
		(b) 250-300 kata	36,0%
		(c) 300-250 kata	16,7%
		(e) lainnya	8,3%
		(d) 350-400 kata	2,8%
Writing input	8	(c) struktur kalimat yang berkaitan dengan teks yang akan ditulis	51,9%
		(a) contoh teks/tulisan yang akan dipelajari	25%
		(b) kosakata yang berkaitan dengan teks yang akan ditulis	21,2%
		(d) lainnya	1,9%
Length of writing text	9	(b) 250-300 kata	39,4%
		(a) 200-250 kata	36,4%
		(c) 300-350 kata	12,1%
		(e) lainnya	9,1%
		(d) 350-400 kata	3%
Topic	10	(a) Kehidupan sehari-hari	37,1%
		(c) Yang berkaitan dengan dunia sekretaris	30,7%
		(b) Ilmu pengetahuan dan teknologi	24,2%
		(e) lainnya	6,5%
		(d) isu/berita terkini	1,6%
Listening Activities	11	(b) Mengidentifikasi tempat dan tokoh yang ada dalam dialog	41,7%
		(f) Melengkapi respon secara lisan terhadap dialog yang disimak	22,9%
		(a) Mengidentifikasi kosakata kunci yang ada dalam dialog atau monolog yang disimak	14,6%
		(e) melengkapi respon secara lisan terhadap dialog yang disimak	8,3%
		(d) mengidentifikasi struktur kalimat yang ada dalam dialog/monolog	6,3%
		(c) mengidentifikasi ungkapan yang ada dalam dialog/monolog	4,2%
		(g) lainnya	2,1%
Speaking Activities	12	(a)Mempraktekkan dialog di depan kelas berpasangan dengan teman	46%
		(d)Berdiskusi tentang topik tertentu atau permasalahan tertentu	26%
		(b) bermain peran (role-play)	14%
		(c) bertuka informasi antar teman dalam kelompok	12%
		(e) lainnya	2%
Reading	13	(d)Menganalisa arti dari kata-kata tertentu dan penggunaannya	32,1%

Aspects	Question number	Students' needs	Percentage
Activities		berdasarkan teks yang dibaca	
		(e) Menganalisa arti ungkapan-ungkapan tertentu dan penggunaannya berdasarkan teks yang dibaca	21,4%
		(a) membaca teks reading nyaring dengan pengucapan danintonasi yang benar	19,6%
		(b) mendiskusikan isi teks dengan teman sebangku kecil untuk memahaminya	17,9%
		(c)mendiskusikan isi teks dengan kelompok kecil untuk memahaminya	5,4%
		(f) lainnya	3,6%
Writing Activities	14	(b)Menyusun kalimat sehingga menjadi satu paragraph yang benar	26,6%
		(a)Melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar	25%
		(c)mengidentifikasi dan memperbaiki kesalahan struktur kalimat	14,1%
		(e) menulis teks yang seripa dengan teks-teks yang diberikan oleh guru	12,5%
		(d) mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks	10,9%
		(g) menulis teks tertentu dengan tata bahasa yang benar	6,3%
		(h) lainnya	4,7%
Vocabulary exercises	15	(f)Mempelajari kata-kata beserta arti yang telah disediakan	24,1%
		(c) Melengkapi kalimat atau paragraph dengan kata-kata yang telah disediakan sebelumnya	22,4%
		(b)Mengartikan kata-kata atau ungkapan bahasa inggris berdasarkan konteks yang dibaca atau diperdengarkan tanpa disediakan maknanya terlebih dahulu	20,7%
		(a) mencocokkan kata-kata atau ungkapan bahasa inggris dengan maknanya yang telah disediakan	15,5%
		(d) melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan yang telah dimiliki sebelumnya	8,6%
		(e) mengidentifikasi kelompok kata dalam teks	8,6%
Grammar exercises	16	(a) Mengidentifikasi kesalahan struktur kalimat	36,8%
		(c) Menulis kalimat berdasar pola yang telah dipelajari	36,8%
		(b)membenarkan kesalahan struktur kalimat	26,3%
Setting in doing task	17	(c) Berdiskusi dan mengerjakannya secara berkelompok	52,3%
		(b) Berdiskusi dan mengerjakanny dengan teman sebangku	25%
		(a)mengerjakan secara individu	20,5%
		(d) lainnya	2,3%
Teacher role	18	(b) Memberi contoh terlebih dahulu sebelum meminta siswa mengerjakannya (facilitator)	49%
		(a) berkeliling untuk mengamati siswa dalam mengerjakan tugas (observer)	20,4%
		(e) memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa (feedback giver)	14,3%
		(c) memberi jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas (language consultant)	10,2%

Aspects	Question number	Students' needs	Percentage
		(d) membahas langsung tugas-tugas siswa	6,1%
		(f) lainnya	0%
Student role	19	(a) Sebagai participant	63,2%
		(c) Sebagai pemecah masalah	23,7%
		(b) hanya mendengarkan	13,2%
		(d) lainnya	0%
Estimation of needs in the target situation	20	(c) Perkiraan kebutuhan dunia kerja, pada saat bekerja nanti akan lebih sering menggunakan bahasa inggris dalam bentuk lisan dan tulisan.	73,5%
		(b) Perkiraan kebutuhan dunia kerja, pada saat bekerja nanti akan lebih sering menggunakan bahasa inggris dalam bentuk tulisan.	20,6%
		(a) lisan	5,9%
	21	(a) Perkiraan kebutuhan dunia kerja, berkas atau dokumen yang akan ditemui saat bekerja nanti adalah surat-surat resmi	32,1%
		(d) Perkiraan kebutuhan dunia kerja, berkas atau dokumen yang akan ditemui saat bekerja nanti adalah media lisan berbahasa Inggris, misal pengumuman lisan dalam bahasa inggris, voice-mail (pesan suara), dsb.	26,8%
		(c) Perkiraan kebutuhan dunia kerja, berkas atau dokumen yang akan ditemui saat bekerja nanti adalah memo, brosur, selebaran, katalog, dsb	25%
		(b) Perkiraan kebutuhan dunia kerja, berkas atau dokumen yang akan ditemui saat bekerja nanti adalah dokumen-dokumen resmi	16,1%



**Table 6: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Unit 1 in General**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	3	5	4	4	4	5	5	5	4	4	4	4	4	4	3	4	4	4	4	3	4	5	5	4	4	4	4	4	4	4	4	5	4.147
2	4	5	3	4	4	4	3	5	4	5	3	4	4	4	4	4	3	4	5	4	4	4	5	4	4	4	5	4	4	3	4	4	4	4	4.029
3	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	5	4	4	5	5	4	4	4	4	5	5	4	4	4	4	4	4	4.235
4	4	4	3	4	4	5	3	4	4	4	3	4	4	5	4	5	3	5	4	3	5	3	5	3	4	4	4	4	4	4	4	4	4	3	3.941
5	4	4	4	4	4	4	3	5	4	4	3	5	4	4	5	5	3	5	4	3	4	4	5	4	4	3	3	4	4	5	4	5	4	4	4.059
6	4	4	4	4	4	4	3	4	4	4	4	5	5	5	5	5	3	4	5	4	3	5	5	5	4	3	3	4	4	5	3	5	4	5	4.176
7	4	4	3	5	4	5	4	4	4	4	4	5	4	4	4	5	4	4	5	4	4	3	5	5	4	3	3	5	5	5	3	4	4	5	4.176
8	4	5	4	5	4	5	4	5	5	5	4	4	5	5	4	5	4	4	4	3	4	4	5	4	5	4	3	5	5	4	4	4	4	4	4.324
9	4	5	4	5	4	4	3	5	5	5	3	4	5	4	4	5	4	5	4	3	3	5	5	3	4	4	4	4	5	4	4	4	4	3	4.147
10	4	5	4	5	4	4	4	4	5	5	3	4	4	5	4	4	4	5	5	4	5	4	5	4	4	4	4	4	4	4	3	4	4	4	4.206
11	4	4	3	4	4	5	3	4	5	4	3	5	4	5	4	4	3	4	5	4	4	4	5	4	4	3	4	5	4	5	3	5	4	4	4.088
12	4	4	3	4	4	5	4	5	4	4	3	4	5	4	4	4	3	4	4	3	3	5	5	5	4	3	3	5	4	5	4	5	4	5	4.088
13	4	4	3	4	4	4	4	4	4	4	3	4	5	4	4	5	3	4	4	3	5	3	5	3	4	3	3	5	4	4	4	5	4	3	3.912

**Table7: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 1of Unit**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	3	4	5	4	4	3	4	5	4	3	4	5	4	3	3	4	4	5	4	4	3	4	5	4	4	4	4	3	4	5	4	4	4	4
2	4	3	4	5	4	4	3	4	4	4	3	4	5	5	3	3	5	4	4	4	4	4	4	5	4	4	3	4	4	4	5	5	4	4	4.029
3	4	3	3	5	4	4	3	4	5	3	4	4	5	4	4	4	4	5	4	5	3	4	4	4	5	4	4	4	3	4	5	4	4	4	4.029
4	4	4	4	5	4	4	3	4	4	3	5	4	4	5	4	5	5	4	4	4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4.176
5	4	3	3	4	4	4	3	4	5	4	4	4	5	4	3	4	4	4	5	4	5	3	4	5	5	4	4	4	3	4	5	4	4	4	4.029
6	5	3	3	4	4	4	3	4	4	4	4	4	5	5	3	4	5	4	4	4	4	4	4	5	5	4	3	4	3	4	4	5	4	4	4.029

**Table 8: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 2 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	4	4	4	5	3	3	4	3	3	4	4	5	4	5	5	3	3	4	3	4	4	4	3	4	5	5	4	4	4	5	3	3	4	3.941
2	5	4	4	4	4	3	4	4	3	3	4	4	5	4	5	4	3	3	4	3	4	5	5	3	4	5	4	4	4	5	5	3	3	5	4
3	4	4	5	3	4	5	5	4	4	4	5	4	4	4	4	4	5	4	5	4	5	3	4	4	5	5	5	4	4	4	3	4	5	4	4.235
4	4	4	4	4	4	4	4	3	3	3	4	5	5	5	5	5	4	5	5	3	4	4	5	3	4	4	4	5	4	5	4	4	3	5	4.147
5	4	5	5	5	4	4	4	4	3	3	5	5	4	4	4	4	4	4	5	4	5	3	4	4	4	5	5	5	5	4	3	4	3	4	4.176
6	5	4	4	5	4	3	4	4	4	3	4	5	4	4	4	4	4	3	4	4	5	3	5	4	4	5	5	4	5	5	3	3	3	5	4.088

**Table 9: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 3 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	3	5	4	3	4	4	4	4	4	4	4	4	4	3	4	4	5	5	4	5	3	4	4	4	4	4	4	4	4	3	4	4	5	4
2	4	4	4	4	4	4	4	4	3	5	5	4	5	4	4	4	3	5	4	5	4	4	4	3	3	5	4	4	3	5	4	4	4	4	4.059
3	5	3	5	4	3	4	4	5	4	4	4	4	4	4	5	5	4	4	4	4	5	3	4	4	3	5	5	3	4	4	4	4	4	5	4.118
4	5	3	4	4	4	5	5	4	5	5	5	5	4	3	4	4	4	4	4	5	4	5	5	3	4	4	3	4	4	4	3	5	4	4	4.176
5	5	3	5	4	3	4	4	5	4	4	5	4	3	4	5	3	3	4	3	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4.059
6	4	4	5	4	3	4	4	5	3	5	5	3	3	5	4	3	4	4	5	5	4	3	4	4	4	4	4	4	5	4	4	4	5	4	4.088

**Table 10: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 4 of Unit 1**

ITEM	STUDENT																																		MEAN	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
1	4	4	5	4	3	5	3	5	4	3	4	4	5	4	5	5	4	3	4	4	3	4	5	5	4	4	4	4	5	3	4	4	4	4	4	4.091
2	4	3	4	4	3	5	3	5	4	3	4	4	5	4	5	5	4	3	4	4	3	4	5	3	4	4	4	3	4	3	5	4	4	4	4	3.939
3	4	3	5	3	3	4	4	4	4	4	5	5	3	5	5	5	3	4	4	4	4	5	5	4	3	4	4	3	5	4	4	4	3	4	4.03	
4	5	4	5	4	3	4	5	4	4	3	4	4	4	4	5	5	3	3	4	4	4	5	5	3	4	4	4	4	5	3	4	4	3	4	4.03	
5	4	4	5	4	3	4	4	5	4	3	4	5	4	4	5	5	4	3	4	4	5	4	5	3	3	4	4	4	4	4	4	4	3	4	4.03	
6	4	4	5	4	3	4	4	4	4	3	4	5	4	4	5	5	4	3	4	4	5	4	5	3	3	4	4	4	4	4	5	4	3	4	4.03	

**Table 11: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 5 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	5	4	3	4	3	5	4	4	4	4	5	4	3	4	3	3	4	3	4	5	5	4	4	4	4	5	4	3	4	5	4	4.008
2	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	5	4	4	5	4	5	5	4	4	4	3	4	3	3	4	5	4	3.992
3	4	4	3	5	5	3	4	4	4	4	4	4	3	5	5	3	4	4	4	4	4	5	5	4	3	4	4	3	5	4	4	5	5	3	4.059
4	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	3	5	4	4	4	4	5	5	3	4	4	4	4	5	3	4	5	5	4	4.09
5	4	4	4	4	5	3	4	5	3	4	4	4	4	4	5	3	4	5	5	4	5	4	5	3	3	4	4	4	4	4	5	4	5	3	4.075
6	4	4	3	4	4	3	3	3	5	4	4	4	3	4	4	3	3	3	3	4	5	4	5	3	3	4	4	4	4	4	5	4	5	3	3.786

**Table 12: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 6 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	3	4	5	5	4	4	4	4	5	3	5	4	4	4	4	5	4	3	4	3	3	4	4	4	5	3	5	4	4	4	4	4	4	5	4.067
2	3	4	5	3	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	3.904
3	4	5	5	4	3	4	4	3	5	4	4	4	4	4	3	5	5	3	4	4	4	4	4	4	5	4	4	4	4	4	3	4	3	5	4.029
4	4	5	5	3	4	4	4	4	5	3	4	4	4	4	4	4	4	3	5	4	4	4	4	4	5	3	4	4	4	4	4	4	4	5	4.061
5	5	4	5	3	3	4	4	4	4	4	3	4	4	4	4	4	5	3	4	5	5	4	4	4	4	4	3	4	4	4	4	4	4	4	3.986
6	5	4	5	3	3	4	4	4	4	4	5	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4

**Table 13: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 7 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	3	4	4	4	4	4	4	4	4	3	4	4	4	5	3	3	4	3	3	4	4	5	4	5	5	4	4	4	4	3	4	4	4	3.941
2	4	4	4	3	3	5	4	4	3	5	4	4	4	4	4	3	4	4	3	3	4	4	5	4	5	4	4	4	3	5	4	4	4	4	3.941
3	5	3	4	4	3	5	5	3	4	4	4	4	4	3	4	5	5	4	4	4	5	4	4	4	4	4	5	3	4	4	4	4	4	4	4.059
4	4	5	5	3	4	4	3	4	4	4	3	5	4	4	4	4	4	3	3	3	4	5	5	5	5	5	3	4	4	4	3	5	4	5	4.059
5	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	3	3	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4.088
6	4	3	4	4	4	4	4	4	5	4	4	4	5	5	4	3	4	4	4	3	4	5	4	4	4	4	4	4	5	4	4	4	5	4	4.088

**Table 14: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 8 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	4	4	3	3	4	3	3	4	4	5	4	5	5	4	4	4	4	5	4	3	4	3	3	4	4	4	5	4	3.949
2	4	4	3	5	5	4	5	4	4	4	4	3	3	4	4	5	4	5	4	4	4	4	4	4	4	3	4	4	4	4	4	4	5	4	4.051
3	4	5	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	3	5	5	3	4	4	4	4	5	4	4	4	4.147
4	5	4	5	5	5	5	4	3	4	4	3	3	3	4	5	5	5	5	4	4	4	4	4	4	4	3	5	4	4	4	4	4	5	4.178	
5	4	5	4	4	5	4	3	4	5	4	4	3	3	5	5	4	4	4	3	4	4	4	4	4	5	3	4	5	5	4	5	5	4	4	4.133
6	4	5	3	5	5	3	3	5	4	4	4	4	3	4	5	4	4	4	5	4	4	4	3	4	4	3	3	3	3	4	4	5	4	3	3.904

**Table 15: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 9 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	3	4	4	5	5	4	4	4	4	4	4	4	4	4	3	3	4	5	5	4	4	4	3	4	3	3	4	4	5	4	3.971
2	5	4	5	4	4	4	3	5	4	5	4	4	3	5	5	4	5	4	4	4	3	5	4	5	4	4	4	4	3	3	4	4	5	4	4.147
3	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	4	4	3	5	5	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4.206
4	5	5	4	3	4	4	4	4	4	5	5	4	5	5	5	5	4	3	4	4	4	4	4	5	5	4	4	3	3	3	4	4	5	4	4.176
5	5	4	3	4	5	3	3	4	3	4	4	5	4	4	5	4	3	4	5	4	3	4	3	4	4	5	4	4	3	3	5	5	4	4	3.971
6	5	3	3	5	4	3	4	4	5	5	4	5	3	5	5	3	3	5	4	4	4	4	5	5	4	5	4	4	4	3	4	5	4	4	4.147

**Table 16: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 10 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	3	5	4	4	4	4	4	4	5	4	5	5	3	3	4	3	4	4	4	3	4	5	4	4	4	4	3	4	5	4	5	5	4	4.088
2	4	3	4	4	4	4	4	4	3	5	4	5	4	3	3	4	3	4	5	4	4	4	5	4	4	3	4	4	3	5	4	5	4	4	3.971
3	5	4	4	4	4	4	3	4	3	4	4	4	4	5	4	5	4	5	4	5	4	4	4	5	4	4	4	3	3	4	4	4	4	4	4.059
4	5	3	4	4	4	4	4	4	4	5	5	5	5	4	5	4	3	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4.176
5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	3	5	3	4	5	5	4	4	4	3	4	4	4	4	4	4	4.029
6	4	4	5	4	4	4	3	4	4	4	4	4	4	4	3	4	4	5	3	4	4	4	5	5	4	3	4	3	4	4	4	4	4	4	3.971

**Table 17: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 11 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	3	5	4	3	4	5	4	4	4	4	4	4	4	3	4	4	5	5	4	5	3	4	4	4	5	4	4	4	4	3	4	4	4	4.029
2	4	3	4	4	4	3	4	4	3	5	5	4	5	4	4	4	4	5	4	3	4	4	4	4	4	5	4	3	4	5	4	4	4	4	4.029
3	5	3	5	4	3	4	4	5	4	4	4	4	4	4	5	5	4	4	4	4	5	3	4	4	3	5	5	3	4	4	4	4	4	4	4.088
4	5	3	4	4	4	5	5	4	5	5	5	5	4	3	4	4	4	4	4	5	4	5	5	3	4	4	3	4	4	4	3	5	4	4	4.176
5	5	3	5	4	3	4	4	5	4	4	5	4	3	4	5	3	3	5	3	4	5	4	4	4	4	5	4	5	4	4	3	4	4	4	4.059
6	4	4	5	4	3	4	4	5	3	5	5	3	3	5	4	3	4	4	5	5	4	3	4	4	4	4	4	4	5	4	4	4	5	4	4.088

**Table 18: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 12 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	4	4	4	4	3	4	4	4	4	5	5	5	4	4	5	4	4	4	4	3	4	4	4	5	3	3	4	3	5	4	3	4	4	4.029
2	5	4	3	3	5	4	4	4	4	3	5	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4
3	5	5	3	4	4	4	4	4	4	3	5	4	4	3	5	4	4	5	5	4	4	4	4	3	4	5	5	4	4	4	5	5	4	4	4.176
4	4	3	4	4	4	3	5	4	5	4	5	5	5	4	4	5	5	4	5	4	3	5	4	4	4	4	4	3	3	4	4	4	3	4	4.088
5	5	4	5	4	4	3	4	4	4	3	5	5	5	3	4	5	4	4	5	4	4	4	4	5	4	4	4	4	3	4	4	4	4	4	4.118
6	4	4	4	5	4	4	4	5	4	4	4	5	5	3	4	4	5	4	4	4	4	4	5	5	4	3	4	4	4	4	3	4	4	4	4.118

**Table 19: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 13 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	3	4	4	4	4	4	5	4	3	4	4	5	4	4	4	5	4	4	4	4.088
2	4	3	3	4	3	4	5	5	5	4	5	4	4	5	4	4	4	4	4	5	4	4	4	3	5	4	4	4	4	4	4	4	4	4	4.088
3	4	5	4	4	4	4	3	4	4	5	5	5	4	4	4	4	5	4	4	4	3	5	5	3	4	4	4	4	4	4	4	5	5	4	4.176
4	5	4	5	5	3	4	4	5	3	4	4	4	3	3	4	4	4	3	4	4	4	4	4	3	5	4	4	4	3	3	4	4	4	4	3.912
5	4	4	4	5	4	5	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	5	3	4	5	3	4	4	4	4	5	5	4	4.059
6	4	4	3	4	4	5	3	5	4	5	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	5	4	4	4	4	3	4	4	3.971

**Table 20: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 14 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	5	4	3	4	4	3	4	5	5	4	4	3	4	4	3	4	4	5	5	5	4	4	5	4	4	3	4	4	3	4	4	4	4.059
2	4	5	5	4	3	4	4	3	4	5	3	4	4	3	4	4	3	4	3	5	4	5	3	4	4	4	4	3	4	4	3	4	3	4	3.853
3	5	5	5	3	4	4	4	4	5	5	4	3	3	4	4	4	4	4	3	5	4	4	3	5	4	4	5	4	4	4	4	4	3	4	4.059
4	4	5	5	3	3	4	4	4	5	5	3	4	3	3	4	4	4	5	4	5	5	5	4	4	5	5	4	3	4	4	4	5	4	4	4.147
5	4	5	5	4	3	4	4	5	4	5	3	3	4	3	4	4	5	4	3	5	5	5	3	4	5	4	4	3	4	4	5	4	3	4	4.059
6	4	5	5	4	3	4	4	5	4	5	3	3	4	3	4	4	5	4	4	4	5	5	3	4	4	5	4	3	4	4	5	4	4	4	4.088

**Table 21: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 15 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	4	3	4	4	5	5	4	4	4	3	4	5	3	3	4	5	4	3	4	4	4	4	4	3	3	4	4	4	3.912
2	4	3	5	5	4	5	4	4	4	3	5	4	4	5	4	4	4	4	3	3	4	5	4	3	4	5	5	3	4	3	3	3	4	4	3.971
3	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	3	4	4	4	5	4	4	4	4	4.147
4	4	5	5	5	5	4	3	4	4	4	4	4	5	4	3	4	4	5	3	4	5	5	5	3	4	4	5	3	4	4	3	4	5	4	4.147
5	5	4	4	5	4	3	4	5	3	3	4	3	4	3	4	5	3	4	4	5	4	5	5	4	5	3	4	4	4	4	4	5	4	4	4.059
6	5	3	5	5	3	3	5	4	3	4	4	5	3	3	5	4	3	4	4	5	4	5	4	4	5	3	5	4	4	3	4	5	4	4	4.059

**Table 22: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 16 of Unit 1**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	5	4	3	4	4	3	4	4	4	4	3	4	3	5	4	4	4	4	4	3	4	4	4	3	4	4	5	4	4	4	4	4	4	3.941
2	5	5	4	3	4	4	4	4	3	4	4	3	4	4	4	4	4	3	4	4	3	4	5	5	4	4	3	4	4	4	4	4	4	4	3.941
3	5	5	3	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	5	4	5	3	4	4	5	5	4	4	4	4	4	5	4	4.088
4	5	5	3	3	4	4	4	3	3	4	4	3	5	4	4	4	3	3	5	5	3	4	4	5	3	4	4	4	4	3	3	5	5	4	3.912
5	5	5	4	3	4	4	5	4	3	4	4	3	4	5	3	4	4	3	4	5	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4.059
6	5	5	4	3	4	4	5	4	3	4	4	3	3	3	5	4	4	4	3	4	4	5	3	5	4	4	4	5	4	4	4	4	4	4	4

**Table 23: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Unit 2 in General**

ITEM	STUDENT																																		MEAN	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
1	4	4	3	4	4	3	4	4	4	4	4	4	4	4	5	4	3	4	4	3	4	4	3	4	4	4	4	5	4	3	4	4	4	4	4	3.882
2	4	4	3	4	4	4	5	4	5	4	4	3	4	4	4	4	3	4	5	3	4	4	4	5	3	4	4	4	4	3	4	5	4	4	3.971	
3	4	4	4	4	4	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4.147	
4	4	5	3	5	5	3	5	4	4	4	4	4	4	4	3	5	3	5	4	3	5	5	3	5	4	4	4	3	5	3	5	4	5	5	4.147	
5	5	5	3	5	4	4	4	3	4	4	4	4	5	4	4	5	3	4	4	3	5	4	4	5	4	4	4	4	5	3	5	4	5	4	4.147	
6	5	5	3	4	3	5	5	3	4	4	5	3	5	4	5	5	3	4	5	3	4	3	5	5	3	5	4	5	5	3	4	5	4	3	4.147	
7	4	5	4	4	4	3	5	3	5	5	5	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	5	5	4	4	4	4	4	4.059	
8	4	5	4	4	4	4	5	3	5	5	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4.176	
9	4	5	4	5	3	5	5	4	4	5	4	4	4	4	3	4	4	4	4	4	5	3	5	4	4	4	4	3	5	4	4	4	5	3	4.118	
10	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	5	5	4	5	3	4	4	4	4	4	5	4	4	5	4.088	
11	4	4	3	4	4	4	5	4	5	4	5	3	5	4	4	4	3	4	5	3	4	4	4	5	3	5	4	4	4	3	4	5	4	4	4.059	
12	4	4	3	4	3	5	5	3	5	4	5	4	5	4	5	4	3	4	4	3	4	3	5	5	4	5	4	5	4	3	4	4	4	3	4.059	
13	4	5	3	4	5	3	5	3	5	4	4	4	5	4	3	5	3	4	4	3	4	5	3	5	4	5	4	3	5	3	4	4	4	5	4.059	

**Table 24: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 1 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	3	4	4	4	3	4	5	4	4	4	4	5	4	5	5	3	3	4	3	4	4	5	4	5	5	3	3	4	3	4	5	4	4	4	4
2	3	4	5	5	3	4	5	4	3	4	4	5	4	5	4	3	3	4	3	4	4	5	4	5	4	3	3	4	3	4	5	5	4	4	4
3	4	5	3	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.088
4	3	4	4	5	3	4	4	4	3	4	5	5	4	4	4	4	4	4	3	4	5	5	5	5	4	4	4	4	3	4	4	4	4	4	4.059
5	4	5	3	4	4	4	5	5	3	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4.176
6	4	5	3	5	4	4	5	5	4	4	4	4	4	4	4	4	3	4	4	5	5	4	4	4	4	4	3	4	4	5	4	5	4	4	4.147

**Table 25: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 2 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	3	4	4	4	4	4	4	3	4	4	5	5	5	5	3	3	4	5	3	4	4	3	4	4	4	4	3	4	4	3	5	5	4
2	5	4	4	4	3	5	4	5	4	4	4	3	5	4	5	4	3	3	5	4	4	4	3	3	4	5	4	5	4	4	3	3	5	4	4.029
3	4	5	3	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	5	3	4	4	4	5	4	4	4	3	4	4	4	4	4	4.088
4	5	4	5	5	3	5	5	4	3	4	4	4	4	4	4	5	4	5	5	4	4	5	3	3	4	5	4	4	4	5	3	3	4	4	4.147
5	4	5	4	4	4	5	4	3	4	5	3	3	4	3	4	4	4	4	4	5	4	4	4	4	4	5	4	3	4	4	4	4	4	3	3.971
6	5	4	3	4	4	5	3	3	5	4	3	4	4	5	4	4	4	3	5	4	3	4	4	4	4	5	3	3	3	4	4	4	4	5	3.941

**Table 26: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 3 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	4	4	5	3	4	4	4	5	5	4	4	5	5	4	5	3	4	4	4	4	5	4	5	5	4	3	4	5	4.206
2	5	5	4	4	4	4	4	3	4	3	5	4	3	5	4	5	3	5	4	5	4	4	4	3	3	4	5	4	5	5	4	3	4	4	4.088
3	4	4	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	4	4	4	5	3	4	4	3	5	3	5	5	5	3	4	4	5	4.059
4	5	5	4	4	3	4	4	4	5	3	4	4	4	4	4	5	4	4	4	5	4	5	5	3	4	4	4	4	5	5	3	3	4	4	4.118
5	4	5	4	3	3	4	4	4	4	4	4	4	3	4	3	4	3	4	3	4	5	4	4	4	4	5	4	4	5	5	4	3	4	5	3.971
6	5	5	3	3	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	3	4	4	4	5	4	4	4	4	4	3	4	4	4.088

**Table 27: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 4 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	5	4	4	4	4	5	4	3	3	4	4	4	4	5	3	4	4	4	4	3	4	5	5	4	4	4	4	3	4	4	4	4	4	4.03
2	5	5	4	4	4	3	4	3	3	3	4	4	4	3	4	3	5	4	4	4	3	4	5	3	4	4	4	3	3	4	4	4	3	4	3.788
3	5	4	3	4	4	3	5	4	4	4	5	5	4	3	5	4	4	4	3	4	4	5	5	4	3	4	4	3	4	5	5	4	3	4	4.061
4	5	3	4	4	4	4	5	3	4	3	4	4	4	4	5	3	4	4	3	4	4	5	5	3	4	4	4	4	3	4	4	4	4	4	3.939
5	5	3	3	4	4	4	4	4	5	3	4	5	4	4	4	4	4	4	3	4	5	4	5	3	3	4	4	4	3	4	5	4	4	4	3.97



6	5	3	3	4	4	4	4	4	5	3	4	5	4	4	4	4	5	4	3	4	5	4	5	3	3	4	4	4	3	4	5	4	4	4	4
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**Table 28: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 5 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	4	3	4	5	4	4	5	3	5	4	4	4	4	5	4	3	3	4	3	4	4	5	4	4	4	3	4	5	5	4	4	4	4.067
2	3	4	3	3	4	5	4	3	4	3	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	5	4	5	5	4	4	4	4.022
3	3	5	4	4	5	5	4	3	5	4	4	4	4	4	3	5	4	4	4	4	4	4	3	5	3	4	4	4	5	5	4	3	4	3	4.029
4	4	5	3	4	5	5	4	4	5	3	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	4	4	4	4.12
5	4	4	4	5	4	5	4	4	4	4	3	4	4	4	4	4	4	5	5	4	5	4	4	4	3	4	4	5	4	5	3	3	4	3	4.045
6	4	4	4	5	4	5	4	4	4	4	5	4	4	4	3	4	3	3	3	4	5	4	3	4	3	4	4	5	4	5	3	3	4	3	3.904

**Table 29: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 6 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	5	4	4	4	3	4	4	4	5	3	3	3	4	3	3	4	4	4	5	3	3	4	4	5	4	4	4	5	3.92
2	4	4	4	4	4	4	4	3	3	5	4	4	4	4	4	3	4	3	4	4	4	4	4	5	4	3	3	4	4	5	4	4	4	4	3.904
3	4	4	4	3	4	3	5	3	4	4	4	4	4	3	4	5	5	3	4	4	4	4	4	4	5	4	4	5	4	4	3	4	3	5	3.971
4	4	4	4	4	4	4	5	4	4	4	3	5	4	4	4	4	4	3	5	4	4	4	4	4	5	3	3	4	5	5	4	4	4	5	4.09
5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	3	4	5	5	4	4	4	4	3	3	5	5	4	4	4	4	4	4.045
6	4	4	4	4	4	4	4	4	5	4	4	4	5	5	4	3	4	3	4	4	4	4	4	4	4	4	3	4	5	4	4	4	4	4	4.029

**Table 30: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 7 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	3	3	4	3	3	3	4	4	4	5	4	4	4	4	5	3	3	4	3	3	4	4	5	4	5	5	4	4	4	4	4	3	3	3	3.802
2	3	4	4	3	4	4	4	4	4	5	4	4	4	4	4	3	4	4	3	3	4	4	5	4	5	4	4	5	4	5	4	4	4	4	3.992
3	5	5	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4.118
4	4	4	3	3	4	4	4	4	4	4	5	5	4	4	4	4	4	3	3	3	4	5	5	5	5	5	3	5	5	4	3	4	4	4	4.061
5	4	4	4	3	5	5	4	5	5	4	4	4	4	5	4	4	4	4	3	3	5	5	4	4	4	4	4	5	4	3	4	5	5	4	4.163

6	3	4	4	4	3	3	4	4	5	4	3	4	5	5	4	3	4	4	4	3	4	5	4	4	4	4	4	5	3	3	5	4	4	4	3.933
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**Table 31: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 8 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	4	4	3	3	4	3	3	4	4	5	4	4	5	4	5	4	4	5	4	3	4	3	3	4	4	4	5	4	3.949
2	4	4	3	5	5	4	5	4	4	4	4	3	3	4	4	5	4	4	5	4	5	4	4	4	4	3	4	4	4	4	4	5	4	4.08	
3	4	5	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	3	5	5	3	4	4	4	4	5	4	4	4	4.147
4	5	4	5	5	5	5	4	3	4	4	3	3	3	4	5	4	4	5	5	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4.09
5	4	5	4	4	5	4	3	4	5	4	4	3	3	5	5	4	4	5	4	4	4	4	4	4	5	3	4	5	5	4	5	5	4	4	4.192
6	4	5	3	5	5	3	3	5	4	4	4	4	3	4	5	4	4	5	4	4	4	4	3	4	4	3	3	3	3	4	4	5	4	3	3.904

**Table 32: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 9 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	5	4	3	4	5	5	3	4	4	4	4	4	4	4	4	4	3	4	5	4	4	4	4	5	4	4	4	4	4	4	5	4	4.088
2	4	4	5	4	4	4	5	4	3	5	4	4	3	5	5	4	5	4	4	4	5	4	4	5	4	4	4	4	4	4	4	3	5	4	4.176
3	4	4	4	4	5	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	3	4	3	4	4	4	4.088
4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	3	4	4	4	4	4.118
5	4	5	4	4	5	4	4	4	4	4	4	5	4	4	5	4	3	5	3	4	5	5	4	4	4	3	4	4	4	4	4	4	4	4	4.118
6	4	5	4	4	4	4	4	4	4	5	4	5	3	5	5	3	3	4	4	4	5	5	4	5	4	5	4	4	4	3	4	4	4	4	4.147

**Table 33: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 10 of Unit 2**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	3	4	5	4	5	4	4	5	4	5	4	4	4	4	3	5	3	4	4	4	5	4	4	4	4	3	4	5	4	5	5	4	4.147
2	3	4	4	3	5	4	5	4	3	5	4	5	4	3	4	5	4	4	4	4	4	4	5	4	4	3	4	4	3	5	4	5	4	4	4.059
3	4	4	3	3	4	4	4	4	3	4	4	4	5	3	4	4	4	5	3	4	4	4	4	5	4	4	4	3	3	4	4	4	4	4	3.882
4	4	5	4	4	5	4	4	4	4	5	5	5	3	4	4	4	3	4	5	5	3	4	4	4	4	4	5	4	4	5	4	4	4	4	4.176
5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	3	5	4	4	4	4	5	5	4	4	4	3	4	4	4	4	4	4	4.029



6	5	4	3	4	4	5	4	4	4	5	5	4	3	4	4	4	5	4	4	4	4	5	3	4	4	4	5	4	4	4	5	5	3	4	4.147
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**Table 37: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Unit 3 in General**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	3	4	4	4	5	4	4	4	3	4	4	5	4	4	5	4	4.088
2	4	4	4	5	3	4	5	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	5	4	5	4	4	4	4	4	4.176
4	5	3	5	4	3	5	5	5	5	3	3	5	3	3	5	3	5	5	3	5	5	3	3	5	3	5	3	5	3	3	5	3	3	5	4.029
5	5	3	4	4	3	5	5	5	4	4	4	5	3	4	5	3	5	4	4	5	4	4	4	5	3	4	4	4	4	4	5	3	4	5	4.147
6	5	3	4	5	3	4	5	4	3	5	5	5	3	5	5	3	4	3	5	4	3	5	5	5	3	3	5	3	5	5	5	3	5	5	4.206
7	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	3	4	3	4	4	4	4	4	3.853
8	5	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	5	4.206
9	4	4	4	4	4	5	4	5	3	5	3	4	4	3	4	4	5	3	5	5	3	5	3	4	4	3	5	3	5	3	4	4	3	4	3.971
10	4	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4.147
11	4	3	4	5	3	4	5	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	3.882
12	4	4	4	4	3	4	5	4	3	5	5	4	3	5	4	3	4	3	5	4	3	5	5	4	3	4	5	3	5	5	4	3	5	4	4.059
13	5	3	4	4	3	4	5	4	5	4	4	5	4	4	4	4	4	4	3	4	5	4	4	4	4	5	4	5	4	4	4	4	4	5	4.147

**Table 38: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 1 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	5	5	3	3	4	5	3	5	4	5	4	5	5	3	3	4	3	4	4	4	4	3	5	5	4	5	4	5	5	3	4	4	4.118
2	4	5	5	4	3	3	5	4	4	4	4	5	4	5	4	3	3	4	3	4	4	4	3	3	5	4	4	5	4	5	4	3	4	4	4
3	5	4	4	4	5	4	4	5	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.088
4	4	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	3	4	5	5	3	3	4	4	5	4	4	4	4	4	4	4	4.118
5	4	5	4	4	4	4	4	5	4	3	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4.059
6	4	5	4	4	4	3	5	4	3	5	4	4	4	4	4	4	3	4	4	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4.088

**Table 39: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 2 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	4	5	3	4	4	4	4	5	4	4	4	5	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	3	5	5	4.176
2	4	5	4	4	4	3	3	4	5	4	4	3	4	5	4	4	4	3	3	4	5	4	3	4	5	4	4	3	5	4	5	3	5	4	4
3	4	4	5	3	4	4	3	5	3	5	5	4	4	4	5	3	4	4	3	5	3	5	3	5	3	5	5	4	4	4	4	4	4	4	4.059
4	4	5	4	5	5	3	4	4	4	4	4	4	4	5	4	5	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4.088
5	3	4	5	4	4	4	4	5	4	4	3	3	3	4	5	4	4	4	4	5	4	4	4	5	4	4	3	3	4	3	4	4	4	3	3.912
6	4	5	4	3	4	4	4	5	4	4	3	4	4	5	4	3	4	4	4	5	4	4	4	5	4	4	3	4	4	5	4	4	4	5	4.088

**Table 40: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 3 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	4	5	4	4	5	4	3	4	5	4	5	5	4	4	5	5	4	4	4	4	5	4	3	5	4	4	5	4	3	4	4	4.206
2	4	3	3	4	5	4	4	5	4	3	4	4	3	5	4	5	3	5	3	4	4	4	4	5	4	3	5	4	5	5	4	3	4	4	4.029
3	4	4	3	5	3	5	5	5	3	4	4	5	4	4	4	4	4	5	4	3	4	5	5	5	3	4	3	5	5	5	3	4	4	5	4.176
4	5	3	4	4	4	4	4	5	3	3	4	4	4	4	4	5	4	5	3	4	4	4	4	5	3	3	4	4	5	5	3	3	4	4	3.971
5	4	4	4	5	4	4	3	5	4	3	4	5	3	4	3	4	3	5	3	3	4	4	3	5	4	3	4	4	5	5	4	3	4	5	3.941
6	4	4	4	5	4	4	3	4	4	3	4	4	4	4	5	5	4	5	3	3	4	4	3	4	4	3	4	4	4	4	4	3	4	4	3.912

**Table 41: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 4 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	3	4	5	5	4	4	5	4	5	4	4	5	3	5	4	4	4	3	4	5	3	4	5	5	4	4	4	4	3	5	4	4	4	4	4.152
2	3	4	5	3	4	3	4	3	5	4	3	4	3	4	4	4	4	5	4	5	3	4	5	3	4	4	4	3	3	3	4	4	4	3	3.818
3	4	5	5	4	3	3	5	4	5	4	3	5	4	4	4	4	4	4	5	5	4	5	5	4	3	4	4	3	4	4	3	4	4	3	4.091
4	4	5	5	3	4	4	5	3	5	4	4	5	3	4	4	4	4	4	5	5	4	5	5	3	4	4	4	4	3	3	4	4	4	4	4.091
5	5	4	5	3	3	4	4	4	5	4	4	4	4	3	4	4	4	5	4	5	5	4	5	3	3	4	4	4	3	3	3	4	4	4	3.97

6	5	4	5	3	3	4	4	4	5	4	4	4	4	5	4	4	4	5	4	5	5	4	5	3	3	4	4	4	3	3	3	4	4	4	4.03
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**Table 42: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 5 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	4	3	4	5	4	4	5	3	5	4	4	4	4	5	4	3	3	4	3	4	4	5	4	4	4	3	4	5	5	4	4	4	4.067
2	3	4	3	3	4	5	4	3	4	3	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	5	4	5	5	4	4	4	4.022
3	3	5	4	4	5	5	4	3	5	4	4	4	4	4	3	5	4	4	4	4	4	4	3	5	3	4	4	4	5	5	4	3	4	3	4.029
4	4	5	3	4	5	5	4	4	5	3	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	4	4	4	4.12
5	4	4	4	5	4	5	4	4	4	4	3	4	4	4	4	4	4	5	5	4	5	4	4	4	3	4	4	5	4	5	3	3	4	3	4.045
6	4	4	4	5	4	5	4	4	4	4	5	4	4	4	3	4	3	3	3	4	5	4	3	4	3	4	4	5	4	5	3	3	4	3	3.904

**Table 43: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 6 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	3	3	3	5	4	4	4	5	3	4	4	4	5	3	4	3	4	4	3	4	5	4	4	4	4	4	3	3	4	4	4	5	3.912
2	4	4	3	4	3	5	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	4	3.963
3	3	4	5	5	3	4	3	4	3	5	4	4	4	3	4	5	5	3	4	4	4	4	4	5	4	4	4	4	5	4	3	4	3	5	4
4	4	4	4	4	3	5	4	4	4	5	3	5	4	4	4	4	4	3	5	4	4	4	5	3	5	5	4	3	4	4	4	4	4	5	4.09
5	5	4	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4	3	4	5	5	4	4	4	5	4	3	4	5	5	4	4	4	4	4.104
6	5	4	3	4	3	4	4	4	4	4	4	4	5	5	4	3	4	3	4	4	4	4	4	4	5	3	3	5	4	4	4	4	4	4	3.971

**Table 44: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 7 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	4	3	3	4	4	3	3	4	3	4	4	4	5	4	3	4	3	3	4	4	5	4	5	5	4	3	4	4	5	4	5	3	3.882
2	4	4	4	3	4	5	4	4	4	4	3	4	4	4	5	4	4	4	3	3	4	4	5	4	5	4	4	3	4	4	5	4	5	4	4.029
3	4	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4.118
4	4	4	4	3	4	4	3	4	4	3	3	5	4	5	5	4	4	3	3	3	4	5	5	5	5	5	3	3	4	5	5	5	5	4	4.088
5	4	5	5	3	5	3	4	5	4	4	3	4	4	5	4	4	4	4	3	3	5	5	4	4	4	4	4	3	5	5	4	4	4	4	4.088



6	5	4	3	3	5	4	3	4	4	4	4	4	4	3	4	4	5	5	4	4	4	4	5	5	5	4	3	3	5	4	3	3	5	4	4.029
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**Table 48: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 11 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	4	5	4	4	4	5	4	5	4	5	3	4	4	4	4	5	4	5	4	5	3	4	4	4	5	4	4	3	4	4	4	5	4	4.176
2	4	4	5	4	3	4	4	4	4	4	5	4	5	4	4	4	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4.088
3	4	3	4	4	3	5	4	4	4	4	4	4	4	4	4	3	5	5	4	4	4	3	4	4	3	5	5	4	4	4	4	3	4	4	3.971
4	3	4	4	3	4	4	5	5	4	3	5	5	4	3	3	4	4	4	4	5	4	5	5	3	4	4	4	4	3	5	4	4	4	4	4.029
5	4	4	5	4	5	4	5	4	3	4	4	4	3	4	4	4	4	5	3	4	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4.118
6	4	4	4	4	4	4	4	5	4	4	4	5	3	5	4	3	4	4	5	5	4	3	4	4	4	4	4	4	4	4	5	5	4	4	4.118

**Table 49: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 12 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	3	4	4	4	5	3	3	4	3	4	4	4	5	5	5	4	3	4	4	4	5	3	3	4	5	3	3	4	4	5	5	5	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	3	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	5	4	4	4.088
3	4	4	4	3	4	5	5	4	5	4	4	3	5	4	4	4	4	4	4	3	4	5	5	4	4	5	5	4	3	5	4	4	5	4	4.176
4	3	5	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3.912
5	4	4	4	5	4	4	4	4	4	4	4	3	5	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	3	4	5	5	5	4	4.176
6	4	4	5	5	4	3	4	4	4	4	4	4	4	5	5	4	4	4	5	5	4	3	4	4	4	3	4	4	4	4	5	5	4	4	4.147

**Table 50: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 13 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	4	5	5	5	4	4	4	5	5	5	4	4	5	4	4	5	3	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4.206
2	3	5	4	5	3	4	4	5	4	5	3	4	4	4	4	4	3	4	3	5	4	5	3	4	4	4	3	4	3	5	4	5	3	4	3.971
3	3	5	4	4	3	4	4	5	4	4	3	5	4	4	4	5	4	4	3	5	4	4	3	5	4	4	4	4	3	5	4	4	3	4	4
4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	3	3	4	5	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4.118
5	3	5	5	5	3	4	4	5	5	5	3	4	5	5	4	4	3	4	3	5	5	5	3	4	4	4	4	4	3	5	5	5	3	4	4.176



6	4	4	5	5	3	4	4	4	4	5	3	4	5	4	5	4	3	4	4	4	4	5	3	4	4	4	5	4	4	4	5	5	3	4	4.118
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**Table 51: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 14 of Unit 3**

ITEM	STUDENT																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	MEAN
1	4	5	5	4	4	4	4	3	4	4	5	4	4	3	4	4	3	4	4	3	4	4	5	4	4	3	4	4	4	4	3	4	4	4	3.941
2	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	4	4	4.059
3	5	5	4	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3.941
4	5	5	3	4	3	4	4	4	5	4	3	4	3	3	4	4	4	5	4	4	5	4	3	4	3	3	4	4	4	5	4	4	5	4	3.971
5	4	5	3	4	4	4	4	5	4	4	4	4	4	3	4	4	5	4	4	5	4	3	3	4	4	4	4	4	4	5	4	4	4	4.029	
6	4	5	3	3	4	4	4	5	4	4	3	3	4	3	4	4	5	4	4	5	4	4	3	3	4	3	4	4	4	4	5	4	4	4	3.912

**Table 52: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 15 of Unit 3**

ITEM	STUDENT																																		MEAN	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
1	4	5	5	4	4	4	3	3	4	4	5	5	4	4	4	3	4	5	3	3	4	5	4	3	3	4	4	5	5	4	3	4	4	4	4	4
2	3	5	4	4	5	4	4	4	4	3	5	4	4	4	4	4	4	3	4	4	3	4	5	5	4	4	3	4	4	4	4	3	4	4	4	3.971
3	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	5	3	4	4	5	5	4	4	4	4	4	4	4	4	4.118
4	4	4	4	5	4	3	4	4	4	4	4	4	5	4	4	4	3	3	5	5	3	4	4	5	3	4	4	4	4	3	3	4	5	4	4	3.971
5	3	4	3	4	3	4	5	5	3	3	4	3	4	3	4	5	3	4	4	5	4	5	5	4	5	3	3	4	3	4	4	5	4	4	4	3.912
6	4	4	5	3	3	5	4	4	3	4	4	5	3	3	5	4	3	4	4	5	4	5	4	4	4	3	4	4	5	3	4	5	4	4	4	4

**Table 53: The Computation of the Questionnaire of the Students' Responses on the Effectiveness of Task 16 of Unit 3**

ITEM	STUDENT																																		MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	5	5	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4.059
2	5	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	5	4	4	3	4	4	5	5	4	3	4	4	5	5	4	4	3	4	4.029
3	4	4	4	3	4	4	3	4	5	5	4	3	3	3	4	3	4	3	4	3	3	5	3	4	4	4	5	5	3	4	4	5	5	4	3.882
4	4	4	4	4	4	5	4	5	3	4	4	3	3	4	4	5	3	3	5	3	3	4	4	5	3	3	4	4	4	5	3	4	4	4	3.882
5	4	4	4	4	5	5	4	4	4	5	4	3	4	5	4	4	4	4	4	3	4	5	4	4	4	4	5	5	5	4	5	3	3	4	4.147

6	3	4	4	3	4	5	4	5	4	4	4	3	3	3	5	4	4	4	3	3	3	5	3	5	4	4	5	5	4	4	4	3	4	4	3.912
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## APPENDIX F

### FIELD NOTES

#### Field Note of the Implementation of Unit 1

Day/Date : Wednesday, April 6<sup>th</sup> 2011  
 Time : 07.30 – 9.30 a.m.  
 Place : *Laboratorium AP*, SMK N 1 Godean  
 Number of student : 33

At 8 a.m. the researcher entered the room. The students were still busy with their stuffs after having sport class. As the researcher entered, the students looked curious because the English teacher did not tell them yet that the researcher would teach the class. Therefore the researcher introduced herself first.

There was a personal computer on each of the table that might disturb the class interaction. Therefore the teacher asked whether the students preferred to sit on the chair or to sit on the floor. They preferred to sit on the floor, making a circle.

The class was started. The researcher delivered the material. Each student got one material. After making sure that everyone has got the material, the researcher asked the students to take a look at the first page.

The teacher asked the students what they were going to learn. Most of them answered that they were going to learn about job application. The rest stated that they were going to learn about giving suggestions. When answering the questions they read the unit title and the overview paragraph.

After that, the researcher asked the students to look at the pictures in Task 1. She asked the students to answer the questions orally. For the first picture, a student said “She is typing”. For the second picture, some students said, “She is writing”. The students got confused for their picture. One student then said, “filing”. The researcher replied, “Correct. That’s correct. He is filing the document. For the last picture, some students said “He is answering the telephone”, and some others said, “He is calling someone. After describing the people doing, the researcher asked, “What do think their jobs are?”. One of the student answered, “Director..eh, manager!”. The other students laughed. Then, some others students answered, “Secretary!”. The researcher then explained what qualifications should be owned by a secretary or a clerk to be.

The listening task was skipped. However the researcher asked the students to take a look at the enclosed listening transcript in the last page of the material and explained what they were supposed to do in that task.

They continued to Task 3. The researcher asked the students to read and understand the dialogue in pairs. Some minutes later she invited two students to read the dialogue aloud. After that, the researcher called some students to answer the questions orally.

After all of the questions had been answered, the researcher asked the students to find some expressions of giving opinions, asking for opinions, expressing agreement, expressing disagreement, and giving suggestions. They could find the expressions easily. Then the researcher asked the students to read the explanations of the expressions in Task 4. After that, the students were asked to complete the dialogue in Task 5 with the correct expression. There were only some students willing to read their answers. Therefore the teacher asked other students who kept silent before to give their answers. Fortunately, they also could complete the dialogue correctly.

In the reading section, students read a job vacancy and answered the questions that followed. After that, they came to Task 8. In this task, students were asked to match four vacancies to four persons. For the first number, some students answered, “It is Jati Rohim”. Other student said, “Yanti Arisma, *Mbak*”. Some other students added, “Santi Rahmi”. Then the researcher read the job vacancy aloud emphasizing on the keywords. The students then found the correct person for the first vacancy. “Berarti Yanti Arisma”, “Oh, *iyo ding*. Yanti”, etc.

In Task 9 the students studied the explanation of Present Continuous Tense. “What is the pattern of Present Continuous Tense?”, the researcher asked the students. “Subject + tobe +Ving”, one of the students answered. “Is she correct?”, the researcher added. “Yes. Using Ving”, other student replied. “Tobe plus Ving”, a girl added. “Well, good. If you have finished reading the explanation, then do Task 10”. Some students made noises after being asked to do the task. They looked confused on how to do the task. Some students asked the teacher to re-explain the instruction of the task. And then the teacher reexplained the instruction to the students.

Next, the students studied the explanation of an application letter. “Have you ever learned to write an application letter before?”, the researcher asked. Some students nodded their head. “*Pernah, Mbak. Di mata pelajaran korespondensi*”, one of the students answered. “Good. So, you have been familiar with this kind of letter”, the researcher added. “Yes”, some students replied.

In Task 13 the students were asked to rearrange jumbled paragraphs into a good application letter. They could do that quickly though sometimes they looked at the explanation of how to write an application letter. In the next task the students were required to write an application letter based on a job vacancy given. However the researcher skipped this part and let the students to do the task in their home. The last two tasks were also skipped. However the researcher explained what the students were supposed to do in that task. The researcher let the students to do the tasks in their own spare time.

In the end of the meeting the researcher delivered the questionnaire to gain students’ feedback toward the developed materials. They were allowed to bring the questionnaire home and gave it back in the next day. The researcher also invited three students to have an interview after the class. The class ended at 9.30 a.m.

### **Field Note of the Implementation of Unit 2**

Day/Date	: Thursday, April 7 <sup>th</sup> 2011
Time	: 12.55 – 2.15 p.m
Place	: Room 33, SMK N 1 Godean
Number of student	: 33

The researcher came to the class on time. When she entered the room, some students were still busy finishing their writing of their previous class. Some minutes later everyone was ready to have the English class.

After the researcher greeted the students, she asked them to collect the questionnaires from the previous meeting. She then kept the questionnaire in the box and started the class by delivering the material of Unit 2.

After making sure that all of the students have got the material, the teacher started the class. When being asked what they were going to learn, the students answered correctly. They referred to the unit title and the overview paragraph. The researcher prompted students’ attention by giving some questions. “Later you will work with office machines. Have you learned operating them?”. Some students looked confused. Others nodded their head. And many other said yes. The researcher continued, “Okay, now let’s take a look at the pictures in Task 1. Do you know what machines are they?”. They could mention the name of the entire pictures except the typewriter. They answered the questions together with the whole member of the class. They looked enthusiastic in answering the questions.

In the listening section the researcher read a monologue for the students. Before it, the students had studied the statements in the column that should be judged true or false. While the researcher was reading the monologue aloud, the students listened carefully to her. Then, the discussed the answers. In the next task the students were asked to study a dialogue about printer paper jam and answered the questions. “Do you know what paper jam is?”, the researcher asked them. “No”, a student replied. “*Macet. Kertas macet*”, other student answered. “*Kertas yang macet*, that’s correct.

Well, actually it has been written in the vocabulary list above the dialogue. It is written there to help you”, the researcher said. “Oh, iyo ding.”, one of the students replied. “Hehe”, some other students laughed. After two students had read the dialogue aloud, the researcher discussed the answers of the questions. The students could answer all of the questions correctly.

After that, the researcher asked the students to study the explanation in Task 4. Although the students were asked to do the task individually, some of them did that in groups. They discussed the materials with their friends. Then in Task 5 the students were able to complete the dialogue with the correct expressions quickly. Most of the students finished the task not more than five minutes while the rest keep continuing their work.

In the reading section the students read a procedural text on how to send a fax. Then, the questions were discussed directly. The students were able to answer all of the questions. Next, they read the explanation of procedural text. The language feature that would be learned were imperative and transitional markers. “Do you know what imperative is?”. The students were silent. One of them said, “Imperative?”. The researcher then explained first about imperative along with the transitional markers. After they seemed understand, the researcher showed an example of procedural text along with its generic structure. She also showed the imperatives and transitional markers used in that procedural text.

In the next task, the students were provided with a procedural text. They were asked to find the imperative and transitional markers in the text. “Are you ready?”, asked the researcher. “*Imperative tadi apa Mbak?*”, one of the student said. “*Weh. Lagi ntes dijelaske*”, one other student answered. “Hahaha”, many other students laughed. Then, in brief the researcher explained once more about imperative. After that, the students did the task. They could find all of the imperatives and transitional markers in the text. However, there were only some students volunteering to mention the imperative verb and the transitional markers. The rest only listened to others’ answers. Next, they were asked to rearrange a jumbled procedural text into a good one. “You should pay attention to the transitional markers. If you do that, you’ll rearrange it easily”, the researcher explained. Then the students worked on their own.

Task 12 required the students to make a procedural text based on the given situations; How to Scan a Document, How to Print a Document from a Computer, and How to Add Papers in a Copier. “*Sudah pernah belajar scan dokumen?*”, the researcher asked the students. “*Sudah*”, they replied. “How about printing a document from a computer?”, she added. “*Sudah*”, the students replied. “And.. *Menambah kertas di mesin potokopi?*”, she continued. “*Sudah..*”, the students answered. “Good. It will be easy for you to write the text. However, you can also browse in the internet for more information.” She did not ask the students to write the procedural text at that time, but allowed them to do that at their home. Next, she skipped the two last tasks. However she explained what the students were required to do in those tasks. She started explaining by giving questions; “What should you do in Task 13?”. One of the students answered, “*Menceritakan kembali sebuah procedural text dari buku ini*”. “Good. What about the next task?”, the researcher said. “*Membuat jumbled*”, one of the students answered. “*Menyusun kembali teks yang kita buat acak*”, other student replied.

In the end of the meeting the researcher delivered the second questionnaires and also invited the three students to have an interview again. The class ended at 2.15 p.m.

### Field Note of the Implementation of Unit 3

Day/Date : Friday, April 15<sup>th</sup> 2011  
 Time : 07.30– 09.30 p.m  
 Place : Room 33, SMK N 1 Godean  
 Number of student : 34

The teacher entered the classroom on time. After greeting the students, she delivered the material of Unit 3. When everyone was ready, the teacher asked everyone to look at page one. She read the title '*Go downstairs*' aloud. When the teacher asked the students what they were going to learn, the students could answer correctly. They read the title and the overview paragraph to explain about the materials to be discussed.

In Task 1, the teacher asked the students to work in pair to discuss the picture and the questions. There was no difficulty in this task. Next, in Task 2 the teacher read a dialogue and let the students listen to her carefully. Some students asked the teacher to re-read the dialogue. After she re-read the dialogue, the students started to answer the multiple choice questions in this task individually. There was also a dialogue in Task 3. The teacher asked the students to work in pairs and then read the dialogue and answer the T/F questions. After they had discussed the answers, two couple of students volunteered to act out the dialogue. Next, in Task 4 the students studied an explanation of how to ask for and give directions. After making sure that there was no question about the explanation, the teacher asked the students to do Task 5 individually. She explained the instruction carefully. Some minutes later, some students had finished their work. When everyone was ready, the teacher asked some volunteers to read their works. Next, in Task 6 the students were asked to make a dialogue based on the situations. They worked in pair. During doing the task, the students made some noises. Some of the discussed the map, some of them debated what expressions to use in the dialogue, and the others acted out the dialogue. When all of the students had finished their work, the teacher asked three couple of students to present their works. The teacher gave some feedbacks toward their performance.

After having performance in Task 6, the students were asked to read a text and answer the questions in Task 7. Some students asked the teacher about the meaning of some unfamiliar words. After the students had finished answering the questions, the teacher led the class to discuss the answers. In Task 8 the students were asked to study an explanation about the passive voice. They read the explanation carefully and start to discuss it with their partner. After that, the students had an exercise on the passive voice in Task 9. They were asked to change eight active sentences into the passive voice form. They asked the teacher to explain the instruction and to give an example of how to do the task. After that, they started to work on their own. In Task 10 the students also asked the teacher to give an example of how to do the task. And then, the students could do the task on their own.

The students were given a memo in Task 11. They were asked to study the memo and answer the questions. After that, they study the generic structure of the memo in the next task, Task 12. Several minutes later the teacher asked the students to go to Task 13. In this task they were required to find some mistakes on the grammar and the structure of three memos and then rewrite them up correctly. Some students looked confused and asked the teacher to re-explain the instructions. After that, some students looked enthusiastic in finding the mistakes. They worked in groups. Since there was no difficulty in Task 13, the teacher continued to go to Task 14. In this task, the students were required to write two memos containing a list in the provided form. They were asked to work in group. The teacher asked them to do the task like what they have learned in the previous task.

The last two tasks of the materials were not tried out to the students at that time. However, the teacher explained what the students should do in those tasks. Moreover, in Task 15 they had practiced doing the instructions together with the whole member of the class. They could give direction correctly based on the situation in Task 15. It seemed that they were enthusiastic and had understood what to do in Task 15 and in 16 as well. At the end of the class, the teacher delivered the questionnaire to evaluate the materials of Unit 3. The class ended at 9.30 a.m.

## APPENDIX F

### REVIEW FROM THE REVIEWER AND INTERVIEW TRANSCRIPTS

**Table 54: Review on the First Draft Materials by the Expert**

Aspects	Review
Format	<ul style="list-style-type: none"> <li>Some of the illustrations do not represent the real situation in Indonesian's office. Most of the models in the illustrations represented foreigner (first draft of Unit 1, Page 1, 2, 8). Moreover, there are too many female models in the illustration.</li> <li>It's confusing when the source of the picture is written directly after the name of the picture (first draft of Unit 1 Page 1, Unit 2 page 1, Unit 3 Page 3). Some people may think that is not the source, but the description of the picture.</li> </ul>
Vocabulary	Specific terms related to students' program competency have been presented in the materials. (e.g. job vacancy, application letter, secretary, business administration, office machine, fax machine, typewriter, office, meeting room, memo, etc).
content	<ul style="list-style-type: none"> <li>The input texts are suitable with students' program competency; office administrations. (e.g. input about job vacancy, application letter, memo, procedure in using office machines, office sign)</li> <li>There are too many western people names used as the name of the characters in the input texts, such as Robb, Rene, and Jane. The names should vary from western and eastern people name. (first draft of Unit 1 Page 4; Unit 2 Page 2,3)</li> <li>There are too many expressions explained in the explanation of language function. The students may have difficulty in understanding all of the expressions. (first draft of Unit 1 Page 3,4; Unit 3 Page 4)</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>Unclear instruction will make the students confused. For example, in Unit 1 (Task 10), there are two pictures in each number with one picture has a cross on it. However, there is no instruction on what to do with the picture with a cross on it.</li> <li>What is meant by 'wrong memo' in the instruction of Unit 3 Tas13 Page 10)</li> </ul>
Grammar	<p>There are minimum requirement mistakes found in some sentences in the tasks, such as the use of article, punctuation, and to be.</p> <ul style="list-style-type: none"> <li>There are mistakes in the capitalizations of vocabulary provided for every input text. (first draft of Unit 1 Page 2,11; Unit 2 Page 2, 5; Unit 3 Page 2, 6)</li> <li>There some grammar mistakes in the input text (first draft of Unit 1 Page 5,6)</li> </ul>
Activity	<ul style="list-style-type: none"> <li>The activities in the developed materials have covered the four language skills. The activities for listening and speaking are in 'Let's Listen and Speak', the activities for reading and writing are in 'Let's Read and Write'.</li> <li>There are many kinds of activities involved in the developed materials (answering questions, answering T/F questions, practicing dialogue, making dialogue, role playing, playing game, etc).</li> </ul>

### Interview Transcript on the Evaluation of Unit 1

Wednesday, April 6<sup>th</sup> 2011

R : Researcher

S : Student (Ana Kurnia Nikmah, Ari Suryani, Febria)

R : *Oke, sudah siap ya.. (Are you ready?)*

S : *Ya (Yes.)*

R : *Secara keseluruhan, materi ini membantu meningkatkan kemampuan Bahasa Inggris kalian sesuai jurusan kalian gak? (In general, do you think this materials help improve your English skills related to your study program?)*

S : *Uhhh.. Ya iya, Mbak. Kan kita tadi ada latihan-latihan, jadinya kemampuan meningkat. (Yes. We have done some exercises, therefore our skills improved).*

S : *Iya Mbak. Tur ini kan materinya berhubungan sama jurusan kita. Membicarakan kantor, surat, dan lain-lain. Eh, iya kan.. (Yes. Moreover, the materials are relevant to our study program. They are talking about office, letters, and many more.)*

R : *Oohh, gitu.. Okay.. Trus dari tampilannya, menarik gak? (What about the appearance? Is it interesting?)*

S : *Menarik, Mbak. Hehe. Secara ini berwarna.. (Yes, it is. It is colourful.)*

S : *Biasanya kan kita mendapat modul hitam-putih itu.. (We usually use black and white modules).*

R : *Sip. Trus kalau aktivitas gimana? Menarik? Gampang? Susah? Atau gimana? (Okay. What about the activities?)*

S : *Kalau latihannya.. Hmm, gak sulit sih Mbak. Ya..gampang asal kita memperhatikan. Hehe. (Not difficult, Mam. It's easy if we do the activities seriously.)*

R : *Oww..hehe. Lha menarik tidak? (Is it interesting anyway?)*

S : *Hmm, ya cukup menarik. Pertama, yang menarik itu karena kertasnya warna. Hhehe. Kalau udah tertarik, kan kita jadi semangat mengerjakan aktifitasnya tadi. Hmm.. Mudah dipahami, soalnya kita sering berlatih seperti itu. (Hmm, interesting enough. I was interested in the appearance; therefore I was attracted to do the activities. They are understandable since we have got used to do such activities.)*

R : *Oke.. Oke.. Oh ya, balik lagi ke judul. Dari judulnya 'You Should Apply for this Job' ini, apakah memberikan gambaran tentang apa yang akan kalian pelajari? (Okay. Does the title of the unit represent what you learn?)*

S : *Yap. Ini kan anu mbak, suggesting tadi. (Yes. It shows the expression of 'giving suggestion'.)*

S : *Trus juga menyebut 'job'. Pekerjaan. (It also talks about job).*

R : *Oke. (Okay.)*

S : *Trus di bawahnya ini kan udah ada keterangan mbak.. Di paragraph ini diterangkan apa yang akan kita pelajari dan lain-lain. (Moreover, there is an overview paragraph beneath the title. In this paragraph, we were showed what we are going to learn.)*

R : *Trus, di materi ini kan kalian mempelajari tentang melamar pekerjaan, tentang cara menyampaikan pendapat, dan cara memberi saran juga. Nah, menurut kalian apakah ada nilai-nilai kemandirian yang bisa kalian ambil dari sini? Juga dari 'Today's Quote nya ini, nah tentang independence gitu. Gimana? (Does this unit facilitate you to build your character of independence?)*

S : *Hmm, mungkin karena nanti setelah lulus kan kita langsung kerja gitu ya Mbak. Jadinya ya kita belajar mandiri dengan cara melamar pekerjaan dimana-mana gitu ya.. (Yes, it does. After graduating from this school we will apply for jobs. It means that we should be independent.)*

S : *Trus ini quotationnya juga tentang independence.. Ini juga bermanfaat buat kita. (These independence quotations are also meaningful for us.)*

R : *Kalau ini kan kebanyakan kalian diminta kerja secara berkelompok dan berbasangan. Nah, apakah dari situ kalian bisa meningkatkan kemampuan kerjasama kalian? (You worked in groups and in pairs. Could those settings facilitate you to improve your cooperation skill?)*

S : *Iya tentu Mbak. (Yes, sure)*

R : *Oke oke.. Setelah ini, saya tanyanya per task ya.. Dari Task 1 sampai selesai.. Hehe. (Okay. After this, I will ask for your opinion for each task. From the first task until the last task.) Task 1 ya.. Di Task 1 ini kita belajar apa? (What did we learn in Task 1?)*

S : *Waww.. Yaya, gak papa. (That is okay.)*

R : *Task 1 ya.. Di Task 1 ini kita belajar apa? (What did we learn in Task 1?)*

S : *Ya. kita belajar macam-macam kegiatan orang di kantor tu ngapain. Kita dikenalkan tentang ekspresi*



- yang akan kita pelajari, dikenalkan tentang topiknya (We learn about people's activity in the office. We are introduced to some expressions and to the topic of the unit)
- R : *Nah, gambar-gambarnya itu gimana? Apakah membantu? (What about the pictures? Are they helpful?)*
- S : *Yah jelas. Kalau ada gambar kan lebih menarik. Jadinya lebih senang bacanya. (Surely. The pictures are interesting. Therefore, I enjoyed reading it.)*
- R : *Dari Task 1 ini apakah kalian jadi termotivasi untuk belajar B.Inggirs? (Through this task, are you motivated to learn English?)*
- S : *Hmm, iya. Kan jadi ingin tau lebih banyak. (Yes. It makes me want to know more.)*
- R : *Trus tadi, apa peran kalian di Task 1? (Then, what is your role in Task 1)*
- S : *Peran? Ehmm.. Ya jadi yang berdiskusi, mengerjakan.. Kan mbaknya yang mengatur..memimpin kita. (We were the person who did the task. You were the person who organized the class.)*
- R : *Di task ini, kalian memang suka berdiskusi dengan kelompok kayak tadi atau gimana? (In this task, do you like to work in groups?)*
- S : *Kalau saya suka bareng-bareng berkelompok kayak tadi. Kan kita jadi bisa diskusi, tanya sama teman kelompok kalau bingung. (I like working in groups. We could discuss the task together, we could ask our friends in groups when we got confused.)*
- R : *Pindah ke Task 2 yang listening ini ya.. (Let's go to Task 2.)*
- S : *Oke. (Okay.)*
- R : *Apakah task ini efektif untuk meningkatkan kemampuan listening kalian yang berkaitan dengan jurusan kalian? (Is this task effective to improve your listening skill related to your study program?)*
- S : *Iya.. Kan ini masih seputar job-job gitu kan. Trus latihan mendengarkan, mengidentifikasi ekspresi, kemudian menjawab pertanyaan ini. (Yes it is. It is about job, right? We did listening, identifying, and answering questions..)*
- R : *Menurut kalian, Task 2 ini gimana? (What do you think about Task 2?)*
- S : *Tidak sulit. Dialognya masih seputar applying for a job. Trus.. juga sudah ada bantuan kata-kata sulitnya di sini. (It's not difficult. The dialogue is still about applying for a job. And..there is vocabulary provided to help us)*
- S : *Ini untuk latihan mendengarkan. Kan biasanya siswa kesulitan menyimak.. Tapi kalau dialognya singkat dan seputar topik seperti ini, kita akan mudah mengerti. (It is for listening exercise. Students usually have difficulty in listening. But if the dialogue is brief and still about the topic like this one, it will be understandable.)*
- R : *Peran guru dan siswanya? (How about the student role and the teacher role?)*
- S : *Tadi apa ya.. Kita mengerjakan, trus gurunya ini memberikan input.. (The students do the task and the teacher gives the input..)*
- R : *Untuk Task 2 ini kan mengerjakannya secara individu. Bagaimana pendapat kalian? Apakah efektif? (In Task 2 you work individually. What do you think about it? Is it effective?)*
- S : *Efektif Mbak. Kalau mendengarkan kan paling enak secara individu. Kalau berpasangan nanti malah bingung. (It is effective. It works best when we listen to a recording individually. We will be confused if we have to do it in pairs).*
- R : *Ke Task 3 ya.. Nah, Task 3 ini menurut kalian gimana? (What do you think about Task 3?)*
- S : *Task 3.. Untuk latihan speaking. Ya jadinya ada kemampuan baru di speaking gitu. Dialognya mudah dipahami, sesuai tema, dan tidak terlalu panjang.. Trus.. Latihannya juga mudah dipahami.. (Task 3 is for speaking activity. I feel that my speaking skill improved. The dialogue is understandable and relevant to the topic. It is not too long. Then, the activity is also understandable.)*
- R : *Bagaimana dengan peran guru dan siswanya di Task ini? (What do you think about the teacher and the student roles in this task?)*
- S : *Tadi tu.. Kita kan yang ngerjain tasknya. Trus gurunya mengamati ya.. (We did the task, while the teacher observed our work, right?)*
- R : *Ini tasknya dikerjakan secara berpasangan kan ya.. Menurut kalian gimana? Sudahkah efektif? (This task was done in pairs. What do you think about it? Is it effective?)*
- S : *Yak. Kan ini bentuknya dialog, jadi ya lebih enak kalau berdua. (Yes, it is effective. It is a dialogue, and it is easier to deal with a dialogue in pairs)*
- R : *Menurut kalian apakah Task 4 ini bisa membuat kalian jelas tentang penggunaan ekspresi-ekspresi ini? (Could Task 4 help you understand the use of those expressions?)*
- S : *Yes. Ya kan disini diminta memahami penjelasannya. Jadi ya bisa lebih ngerti gitu. (Yes, it could. We*

- were asked to study the explanation; therefore we got more knowledge on it.)
- R : *Kalo Task 4 ini? Menurut kalian, penjelasan di Task 4 ini bagaimana?* (What do you think about the explanation in Task 4?)
- S : *Sudah jelas kok Mbak, ada contoh-contohnya juga.* (That's understandable, Mam. There have been some examples for us.)
- S : *Tapi lebih baik lagi kalau ditambah contoh-contoh ekspresinya. Kan kalau yang I think, in my opinion, kayak gitu udah biasa.* (But it will be better if you add more expressions. The expressions like 'I think', 'In my opinion' are very common.)
- R : *Oh gitu.. Tapi tadi tak ada kesulitan kan..* (There's no difficulty in this task, right?)
- S : *Ya enggak Mbak, kan cuma memahami.* (No difficulty. We just need to study the explanation.)
- R : *Bagaimana dengan student role dan teacher rolenya?* (What is your opinion about the student role and the teacher role?)
- S : *Sudah efektif ya, udah baik. Tadi gurunya membantu menjelaskan ininya..* (It was effective. You helped us understand the explanation.)
- R : *Nah.. Tadi kan kalian memahami penjelasannya secara berkelompok. Gimana menurut kalian, efektif gak?* (You worked in group when understanding the explanation. What do you think about this?)
- S : *Hmmm, enak juga Mbak. Jadi bisa tanya ke temen-temen kalau ada yang gak paham. Kalau saling menjelaskan itu kan malah enak mbak memahaminya. Kalau ada temen yang pintar, kan kita jadi tertantang gitu. hehe* (Hmm, it was effective. I could ask my friends when there's something I did not understand. When my friend understands the materials well, I will be challenged to understand them too.)
- R : *Di Task 5 ini kalian ngapain?* (What are you supposed to do in Task 5?)
- S : *Ya ini Mbak, melengkapi dialogue. Latihan menggunakan ekspresi-ekspresi tadi.* (Completing dialogues, Mam. Practicing using the expressions.)
- R : *Okeee. Trus dialognya itu gimana? Mudah dipahami? Masih sesuai topic? Atau gimana?* (What about the dialogues? Are they understandable and relevant to the topic?)
- S : *Mudah dipahami dan masih sesuai topic sih Mbak. Ini kan masih ngomongin kerja-kerja gitu. Trus ini juga udah ada keterangan di dalam kurung itu yang membantu.* (They are understandable and relevant to the topic since they are still talking about job. Moreover, there have been notes in the brackets to help us).
- R : *Kalau gitu, gak ada kesulitan dong di task ini?* (So, there is no difficulty in this task, right?)
- S : *So far so good. Eh, hehe. Nggak Mbak, gak ada kesulitan..* (So far so good. Eh, hehe. No difficulty, Mam.)
- R : *Di task ini peran kalian kan sebagai partisipan yang mengerjakan task, sedangkan aku tadi sebagai guru perannya tu observer. Yah, memeriksa kalian dalam mengerjakan task. Nah, menurut kalian, itu tadi peran-perannya udah bagus apa belum?* (In this task, you were the participants who did the task and I was the observer. What do you think about those roles?)
- S : *Hmm.. Bagus sih. Yang penting kan tadi kita ngerjain, Mbaknya yang ngececk gitu.* (That was good. We did the task, and you observed our work).
- R : *Yap. Trus di task ini kan kalian diminta ngerjain secara berkelompok kan. Itu pas belum sama aktivitasnya?* (In this task, you were required to work in groups. What do you think about it?)
- S : *Gak papa. Kalau aku lebih enak berkelompok tadi, bisa saling menjelaskan.* (That's okay. I prefer to work in groups, since we can explain the materials to each others.)
- R : *Dari Task 6 ini, apa yang kalian dapat?* (What do you get from Task 6?)
- S : *Ya.. Latihan membuat dialog menggunakan ekspresi-ekspresi tadi. Jadinya, kita bisa menggunakan ekspresi tersebut secara lebih..lebih lengkap gitu lho Mbak. Kalau di task sebelumnya kan baru melengkapi.. Kalo di sini kan kita yang membuat dialognya.* (In this task we learned to use the expressions in a more independent way. I mean, in the previous task we just completed some dialogues, whereas in this task we made the dialogues.)
- R : *Ini kan ada dua situasi sebagai dasar dialog kalian. Nah, menurut kalian, situasinya mudah dipahami gak?* (There are two situations for your dialogue. Are the situations understandable?)
- S : *Mudah sih, Mbak. Kosakatanya kita sudah familiar.* (Yes, they are. We have been familiar with the vocabulary)
- R : *Oke. Kalau isinya sendiri gimana? Sesuai sama kalian?* (Okay. What about the content? Are they relevant for you?)
- S : *He'ehm. Masih seputar topic tadi.* (Yes. Still about the previous topic)

- R : Kesulitannya di Task 6 ini apa? (What was your difficulty in doing Task 6?)
- S : *Apa ya? Nggak sulit sih Mbak. Kan sudah ada situasinya. Trus kita bisa lihat-lihat ekspresi mana yang tepat. Tapi..lebih mudah kalau ada contohnya Mbak. Hehe.* (There was no difficulty, Mam. The situations were helpful. Moreover, we could choose which expression is appropriate for the dialogue. But it would be better if you give us the example. Hehe.)
- R : *Ini dialognya dibuat secara berpasangan. Bagaimana menurut kalian, udah efektif seperti ini?* (You should make the dialogue in pairs. What do you think about it? Was it effective?)
- S : *Efektif. Kan bikin dialog, jadinya berpasangan.* (Yes, it as. We were asked to make a dialogue; that is why we should do it in pairs.)
- R : *Ini dialognya dibuat secara berpasangan. Bagaimana menurut kalian, udah efektif seperti ini?* (You should make the dialogue in pairs. What do you think about? Was it effective?)
- S : *Efektif. Kan bikin dialog, jadinya berpasangan.* (Yes, it as. We were asked to make a dialogue; that is why we should do it in pairs.)
- R : Kalau tujuan dari Task 7 ini apa? (What is the goal of Task 7?)
- S : Latihan memahami isi bacaan ini, job vacancy. Yaa, pemahamannya di tes lewat pertanyaan-pertanyaan ini. (Understanding the text, job vacancy. Hmm, our understanding is tested through these questions)
- R : Oke, jadi ini untuk kemampuan membaca ya.. (Okay, so this is for your reading skill, right?)
- S : Yap. (Yes)
- R : *Nah, kalau bacaannya sendiri gimana? Apakah mudah dipahami dan sesuai dengan minat kalian?* (What about the text? Is it understandable and relevant to your interest?)
- S : *Sudah familiar sih Mbak. Jadinya ya mudah memahami.* (We have been familiar with it, so it was easy for us to understand the content)
- R : *Tadi menemukan kesulitan gak pas njawab pertanyaan?* (Did you find any difficulty in answering the questions?)
- S : *Hmm. Enggak. Semua udah ada dibacaan.* (No, we did not. We could find the answers on the text.)
- R : Di task ini kan guru berperan sebagai fasilitator yang membantu memahami input. Bagaimana pendapat kalian tentang peran ini? (In this task, the teacher acted as a facilitator who helped understand the input. What do you think about this role?)
- S : Ya tadi udah Mbak. Mbaknya kan bantu memahami isi job vacancynya kan.. (You have done that, Mam. You helped us understanding the content of the job vacancy.)
- R : *Sip. Trus, ngerjainnya berpasangan kan. Itu enak gak?* (You were asked to do the task in pairs. Was it good for you?)
- S : *Ya..bisa sendiri, bisa berpasangan, bisa berkelompok. Berpasangan juga bisa..* (Yes, it was. We could do the task in pairs.)
- R : *Di task ini kalian berlatih apa?*(What did you do in this task?)
- S : *Menjodohkan ini.. Ehm, latihan menjodohkan informasi-informasi yang pas. Misal di sini need part time, jadi kita langsung cari job seeker yang ada keterangan part timenya juga..* (Matching appropriate information. For example, if the vacancy requires a part timer, we should search the words 'part time' in the job seekers information.)
- R : *Nah sekarang tentang inputnya. Menurut kalian, job vacancy dan informasi tentang job seeker ini menarik gak sebagai input? Trus, apakah mudah dipahami?* (Now, it's about the input. In your opinion, are the job vacancies and the information about the job seekers interesting? Are they understandable?)
- S : *Hmm. Cukup menarik. Kan jobnya macem-macem, trus orangnya juga macem-macem. Mudah dipahami juga kok, simple kalimatnya.* (Interesting enough. There are various jobs and job seekers. They are also understandable since the sentences are simple.)
- R : *Ada kesulitan gak ngerjain task ini?* (Is there any difficulty in doing the task?)
- S : *Apa ya.. Enggak sih, sudah jelas perintahnya kan suruh njodohin gitu. Trus ya cukup menarik kegiatannya.* (No difficulty. The instruction is clear. And the activity is interesting enough.)
- R : *Tadi peran guru sebagai fasilitator yang bantu menerangkan jobnya tadi,dan kan kalian sebagai yang mengerjakan task itu udah efektif belum?* (Were the teacher and students roles effective?)
- S : *Hmm.. Fasilitator.. Ya, udah Mbak. Udah kayak gitu pas.* (Yes, I think, Mam. They were good.)
- R : *Kalau setting yang mengerjakan secara berkelompok itu gimana?* (What do you think about the setting in doing the task??)
- S : *Udah bagus kok Mbak. Kalau dikerjakan berkelompok kan kita jadi kayak bersaing gitu antar*

*kelompok gitu. Jadinya semangat. Hehe.* (That was already good. Doing the task in groups makes us feel like competing in groups. That makes us motivated.)

- R : *Sekarang Task 9. Suruh ngapain nih?* (What were you asked to do in Task 9?)
- S : *Memahami penjelasan ini.* (Understanding this explanation).
- R : *Trus gimana? Sudah jelas sekarang?* (Have you understood the explanation?)
- S : *Sudah.* (Yes, we have.)
- R : *Sip. Penjelasannya gimana? Mudah dipahami?* (What do you think about the explanation? Is it understandable?)
- S : *Mudah. Apalagi ada keterangan strukturnya kotak-kotak kayak gini. Jadi mudah.* (It is understandable. Moreover, there is an explanation about the structure in boxes. So, it's easier to understand)
- R : *Jadi, gak ada kesulitan di task ini ya?* (So, there is no difficulty in this task, right?)
- S : *Gak ada. Mudah gitu lho Mbak dikerjakannya.* (No difficulty)
- R : *What about the student role and the teacher role?*
- S : *Kalau tadi sih udah berjalan baik kan Mbak..* (The class ran well.)
- R : *Oke. Kalo disini kan setting dalam memahami penjelasannya secara group. Bagaimana ini?* (What do you think about the setting?)
- S : *Secara group gini juga gak papa. Malah bisa saling bantu, hehe.* (That's not bad. It allows us to be helpful to others.hehe)
- R : *Sekarang Task 10 ya. Pendapat kalian tentang Task 10?* (What is your opinion about Task 10?)
- S : *Latihan membuat kalimat dengan present continuous tense berdasar gambar.* (Making present continuous sentences based on the pictures)
- R : *Ya.. Jadi dari penjelasan tadi, kalian berlatih lewat task ini ya..* (You did this task referring to the previous explanation, right?)
- S : *Ya* (Yes)
- R : *Kalau inputnya sendiri gimana? Gambar-gambarnya?* (How about the input? What do you think about the pictures?)
- S : *Bagus. Kalau ada gambar jadinya menarik.* (Good. The pictures make the task more interesting.)
- R : *Ada kesulitan gak di task ini?* (Was there any difficulty in this task?)
- S : *Hmm.. Nggak sih Mbak. Sudah ada contohnya juga. Hmm, tapi perintahnya kepanjangan Mbak, muter-muter. Biasanya cuma sedikit gitu.* (No difficulty. There has been an example. However, the instruction is too long, Mam. It's not clear.)
- R : *Gimana dengan student role dan teacher rolenya?* (What do you think about the student role and the teacher role?)
- S : *Kita ngerjain, gurunya meriksa gitu.* (We did the task and you observed our work.)
- S : *Tadi sih kayak gitu Mbak, udah efektif.* (It was effective.)
- R : *Kalo tasknya enak dikerjakan secara individu seperti ini atau gimana?* (In your opinion, is the task effective to be done individually?)
- S : *Ya. Bisa..* (Yes, it is)
- R : *Di task ini kan kalian diminta membaca lamaran pekerjaan dan menjawab pertanyaan. Nah, ini efektif nggak untuk melatih kemampuan membaca kalian, khususnya memahami lamaran pekerjaan?* (You were asked to read an application letter and to answer the questions. Was it effective to improve your reading skill, especially in understanding an application letter?)
- S : *Ya.. Biasanya emang kayak gini mbak, menjawab pertanyaan. Karena bacaannya tentang lamaran kerja, ya otomatis kita jadi lebih paham tentang ini.* (Yes, it was. We usually do this kind of activity, answering questions. Since the text is about job application, we got more knowlege about a job application.)
- R : *Nah, kalau lamaran kerjanya ini sendiri gimana? Mudah dipahami gak? Atau gimana?* (What about the job application letter? Is it understandable?)
- S : *Mudah sih. Kita juga sering mempelajari tentang surat ini di korespondensi.* (It's understandable. We have been familiar with this letter in our 'korespondensi' class.)
- R : *Oh ya, di task ini ada kesulitan dalam mengerjakan gak? Perintahnya jelas kan?* (Oh, do you find any difficulty in doing the task? What about the instruction?)
- S : *Iya Mbak, yang kayak gini kita udah paham.* (We have already understood this kind of activity).
- R : *Ininya.. Peran siswa dan gurunya?* (What do you think about the student role and the teacher role?)
- S : *Yang itu.. Kita ngerjain, gurunya bantu kita memahami isi bacaan..* (We did the task, the teacher helped us understand the content of the text.)

- R : *Ini latihannya enak dikerjakan secara berpasangan gini atau gimana?* (Was the task effective to be done in pairs?)
- S : *Ya, bisa.* (Yes, it was)
- R : *Apakah task ini efektif membantu kalian memahami penulisan job application letter?* (Was this task effective to help you understand how to write a job application letter?)
- S : *Iya sih ya.. Iya kan..* (Yes, it was. Wasn't it?)
- S : *Iya Mbak. Kan di sini diminta memahami ini. Jadinya ya terbantu.* (Yes, it was. We were asked to understand the explanation, therefore we felt like being helped.)
- R : *Ini ada penjelasan lagi tentang bagaimana menulis surat lamaran. Menurut kalian, penjelasannya gimana?* (There is an explanation on how to write an application letter. What do you think about the explanation?)
- S : *Ini malah jelas sekali Mbak. Tiap paragraf ada keterangannya. Kalo biasanya kan langsung, misalnya, paragraph pertama adalah pembukaan, selanjutnya adalah isi.. Gitu..* (It's very understandable. There is an explanation for each paragraph. We usually get a too simple explanation, such as, the first paragraph is the opening, the second is the content, etc.. Something like that.)
- R : *Ada kesulitan di task ini?* (Was there any difficulty in this task?)
- S : *Nggak Mbak, kan sama kayak penjelasan yang sebelumnya.* (No, Mam. It is similar with the previous explanation.)
- R : *Setting dan role-nya juga ya?* (What do you think about the setting and the roles?)
- S : *Sama, Mbak.* (Same with the previous explanation./Good.)
- R : *Task 13 ini efektif gak untuk meningkatkan pemahaman tentang penulisan surat lamaran?* (Was Task 13 effective to improve your understanding on how to write an application letter ?)
- S : *Yap. Jadinya kita juga latihan identifikasi, mana yang pas jadi paragraph 1, paragraph 2, dst..* (Yes it was. We identified which paragraph should be the first paragraph, the second paragraph, etc.)
- R : *Kalau jumbled paragrafnya ini sendiri gimana? Mudah dipahami kan?* (What about the jumbled paragraph? Is it understandable?)
- S : *Yes. Mudah dipahami karena kalimatnya kan kita sudah familiar. Trus ini juga masih tentang job application letter juga.* (Yes, it is understandable because we have been familiar with such sentences. Moreover, it is still about a job application letter.)
- R : *Adakah kesulitan di task ini?* (Was there any difficulty in this task?)
- S : *Ehmm.. Enggak sih Mbak. Kita tinggal urutin. Bisa sambil tengok di penjelasan sebelumnya juga.* (No difficulty. We just needed to reorder the paragraphs. We could take a look at the previous explanation)
- R : *Setting dan role nya?* (What about the setting and the roles?)
- S : *Sudah. Sudah bagus.* (They were already good).
- R : *Apakah task ini efektif untuk latihan menulis suran lamaran?* (Was this task effective to practice writing an application letter?)
- S : *Yap yap..* (Yes, it was)
- R : *Ini teksnya berupa apa?* (What text is it?)
- S : *Job vacancy..*
- R : *Sip. Job vacancynya gimana? Mudah dipahami?* (Good. What is your opinion about the job vacancy? Is it understandable?)
- S : *Mudah. Simpel juga. Perintahnya juga jelas, suruh bikin surat lamaran kerja.* (It's understandable. It is also simple. The instruction is clear; it is to make an application letter).
- R : *Ini teacher sama student rolesnya gimana? Sudak efektif?* (What do you think about the teacher and student roles? Were they effective?)
- S : *Ya, sudah. Settingnya juga udah.* (Yes, they were. So was the setting.)
- R : *Nah, di Task 15 ini kalian diminta membuat dialog. Apa yang kalian dapat dari task ini?* (In Task 15 you were asked to make a dialogue. What do you get from this task then?)
- S : *Yaa..latihan menggunakan ekspresi-ekspresi itu Mbak. Jadinya lebih paham penggunaan ekspresinya. Latihan pengucapannya juga lewat acting out.* (We learned to use the expressions. It made us understand the expressions more. We also learned to utter the expressions by acting the dialogue out.)
- R : *Adakah kesulitan di task ini? Sudah paham kan suruh ngapain?* (Was there any difficulty in this task? Have you understood what to do?)
- S : *Yap yap. Perintahnya udah jelas. Bikin dialog gitu kan.. Bebas mau tentang apa.* (The instruction is clear. We were asked to make a dialogue. The topic is free.)
- R : *Kalo role siswa dan guru sama settingnya?* (What about the student and teacher roles and the setting?)

- S : *Hmm.. Udah bagus. Gurunya ngasih masukan terhadap penampilan gitu kan.* (They were already good. The teacher gave the feedback towards the performance).
- R : *Settingnya secara berpasangan. Udah ya?* (You were asked to work in pairs. What do you think about it?)
- S : *Ya emang harus berpasangan Mbak, kan bikin dialog.* (It should be in pairs because we were asked to make a dialogue)
- R : *Di task ini kalian bisa meningkatkan kemampuan menulis kan? Ehm, khususnya dalam menulis surat lamaran kerja..* (In this task you could improve your writing skill especially in writing an application letter, couldn't you?)
- S : *Iya Mbak.* (Yes, we could.)
- R : *Kalo input sama aktifitasnya gimana? Mudah dipahami?* (How about the input and the activity? Were they understandable?)
- S : *Yes. Udah jelas kok..* (Yes, they were clear)
- R : *Kalo input sama aktifitasnya gimana? Mudah dipahami?* (How about the input and the activity? Were they understandable?)
- S : *Yes. Udah jelas kok..* (Yes, they were clear)
- R : *Bagaimana dengan peran guru sebagai pengatur dan siswa sebagai partisipan yang mengerjakan?* (How about the teacher and student roles?)
- S : *Hmmm, sepertinya sudah bagus.* (I think they were already good.)
- R : *Oke. Settingnya secara individu?* (Okay. And what about the setting?)
- S : *Sudah pas juga.* (That was also already good.)
- R : *Oke, ini sudah task yang terakhir. Udah cukup untuk hari ini. Terimakasih sekali ya Ari, Ana, Febri. Uhhh, saya masuk lagi ke kelas ini next Thursday. Nanti saya akan wawancara kalian lagi ya..* (Well, this is the last task. It's enough for today. Thank you verymuch Ari, Ana, and Febri. I will teach in your class on the next Thursday. I will have the interview with you again.)
- S : *Ya* (Yes)
- R : *Sekali lagi, terimakasih atas kerjasamanya.* (Once again, I'd like to thank you all for the cooperation.)
- S : *Oke. Iya Mbak sama-sama.* (You're welcome.)

### Interview Transcript on the Evaluation of Unit 2

Thursday, April 7<sup>th</sup> 2011

R : Researcher

S : Student (Ana Kurnia Nikmah, Ari Suryani, Febria)

- R : *Yap, wawancara kita yang kedua nih, hehe..* (Well, this is our second interview.)
- S : *Wawancara yang panjang, hehe.Tapi gak papa ding.* (What a long interview. But that's okay)
- R : *Hehe, iya e. Uhm, kita mulai yah..* (Let's start this interview.)
- S : *Oke.* (Okay.)
- R : *Secara keseluruhan, apakah Unit 2 ini membantu meningkatkan kemampuan Bahasa Inggris kalian sesuai jurusan ADP gak?* (In general, could Unit 2 improve your English skills relating to Office Administration?)
- S : *Hmm. Iya. Topik materinya sesuai dengan jurusan. Alat-alat kantor dan pengoperasiannya. Teks-teksnya juga.* (Yes, it could. The topic of materials is relevant to our program study; about office machines and the operation procedure. The input texts are also relevant.)
- R : *Kalau tampilannya gimana?* (What do you think about the appearance?)
- S : *Menarik Mbak, sama kayak materi sebelumnya.* (It is interesting; same with the previous materials)
- R : *Oke, menarik ya. Jadi bikin ngerjain aktivitasnya lebih semangat gitu?* (Okay. Does it make you more motivated to do the activities?)
- S : *Ya iya, daripada yang hitam putih. Hehe.* (Sure. It's better than the black and white one.)
- R : *Oww, hehe. Eh, kalau aktivitasnya sendiri gimana? Bervariasi gak? Atau gimana?* (What do you think about the activities? Are they various?)
- S : *Bervariasi? Oh, kayak ada yang jawab pertanyaan, melengkapi kalimat, mengurutkan ini ya? Ya, cukup bervariasi.* (Is it like answering questions, completing sentences, and arranging jumbled steps? Yes, I think they're various.)

- R : Kalau judul sama paragraph di bawahnya ini bisa menginformasikan apa yang akan dipelajari di Unit 2 nggak? (Did the title and the overview paragraph inform you what you are going to learn in Unit 2?)
- S : Iya. Kan judulnya udah nyebut printer. (Yes, they did. There has been the word 'printer' in the title)
- S : Trus ada turn off gitu kan.. Ini di paragrafnya sudah diterangkan apa yang akan dipelajari juga. (There is also a 'turn off' phrase in the title. The paragraph also has explained what we are going to learn)
- R : Nah ini kan materinya tentang prosedur-prosedur gitu ya. Dimana kalian harus mengikuti prosedur yang ada, gitu. Dari sini apakah ada nilai-nilai kedisiplinannya, baik dari aktifitasnya, juga dari 'Today's Quote'? (You learned about procedures that should be followed. From these materials, could you improve your discipline?)
- S : Ya tentu saja ada Mbak. Kan kita harus jeli dan disiplin mengikuti petunjuk, gitu. Kalau enggak ya bakal ada resikonya. (Yes, sure. We have to be discipline and carefull in following the procedures, other wise we will get the risk.)
- S : Cooperation juga Mbak, ni aktifitasnya kebanyakan group dan pairs juga. Trus Today's Quotenya juga sesuai, disiplin. (The activity and the 'Today's Quote' also improved our cooperation and discipline.)
- R : Apakah Task 1 ini bisa ngenalin kalian ke topic tentang office machine? (Could Task 1 introduce you to the topic of this unit which is about office machine?)
- S : Yak. Menyebutkan dan endiskusikan pengoperasian mesin-mesin itu. Gambarnya juga mewakili topic. (Yes, it could. We mentioned the name of the office machines and discuss how to operate them. The pictures also represent the topic)
- R : Aktifitasnya gimana? Mudah dipahami? (What about the activity? Was it understandable?)
- S : Iya, mudah. Ini perintahnya sudah jelas. (It was understandable. The instrucion is clear.)
- R : Teacher's role sama students' role? (What about the student role and the teacher role?)
- S : Sudah bagus. (They were already good)
- R : Ini kan diskusinya tadi bareng-bareng sama anggota kelas. Menurut kalian gimana? (The task was supposed to be done together with the whole member of the class. What do you think about it?)
- S : Ya, enak kok. Bisa bahas bareng-bareng.. (Well, that's good anyway. We could discuss it together.)
- R : Task 2 ini efektif untuk meningkatkan kemampuan listening kalian gak? (Was Task 2 effective to improve your listening skill?)
- S : Iya. Kan untuk menjawab pertanyaannya, kita harus mendengarkan monolognya dengan seksama. (Yes, it was. To answer the questions we had to listen to the monologue carefully.)
- R : Kalau monolognya gimana? (What do you think about the monologue?)
- S : Hmm, monolognya sesuai topic. Trus juga mudah dimengerti. (The monologue is relevant to the topic and also understandable.)
- R : Adakah kesulitan di activitynya? (Was there any difficulty in doing the activity?)
- S : Ehmm..enggak. Sudah jelas. (No, there was not. That was already clear.)
- R : Kalau teacher sama students' rolenya gimana? (What do you think about the teacher role and the student role?)
- S : Udah oke.. (Good)
- R : Ini settingnya kan dikerjakan secara individu. Gimana, apakah sudah efektif? (This task was supposed to be done individually. What do you think about it?)
- S : Efektiv Mbak. Kalau listening gini enakya sendiri. (That was effective. A listening task is good to be done individually like this)
- R : Apa yang kalian dapat dari Task 4 ini? (What do you get from Task 4?)
- S : Apa ya? Latihan speaking dengan ekspresi-ekspresi giving instruction. (Practicing speaking using the expressions of giving instruction)
- R : Dialognya gimana? (What do you think about the dialogue?)
- S : Hmm, mudah dipahami. Sesuai jurusan kita juga. (It was understandable and relevant to our study program.)
- R : Kan diminta membaca dulu, trus jawab pertanyaan, trus memperagakan dialognya. Nah apakah ada kesulitan tadi? (You were asked to read the dialogue first, then answer the questions, and finally act the dialogue out. Was there any difficulty?)
- S : Hmm, nggak ada. Mudah dimengerti kok. (No, there was not. It was understandable)
- R : Settingnya? Ini dikerjakan secara berpasangan ini sudah efektifkah? (What do you think about the setting? Was it effective?)
- S : Iya, sudah.. (Yes, it was effective.)

- R : *Task ini efektif nggak untuk menjelaskan tentang ekspresi dalam asking for and giving instructions?* (Was this task effective to explain the expressions of asking for and giving instructions?)
- S : *Ya, sudah efektif. Penjelasannya juga simple, mudah dipahami.* (Yes, it was effective. The explanation is also simple and understandable.)
- R : *Task ini efektif nggak untuk menjelaskan tentang ekspresi dalam asking for and giving instructions?* (Was this task effective to explain the expressions of asking for and giving instructions?)
- S : *Ya, sudah efektif. Penjelasannya juga simple, mudah dipahami.* (Yes, it was effective. The explanation is also simple and understandable.)
- R : *Apakah tadi ada kesulitan?* (Was there any difficulty?)
- S : *Enggak.. Cuma kayaknya kalau memahami penjelasan ini lebih enak secara berkelompok Mbak.* (No.. But, I think it is better to understand the explanation in groups.)
- R : *Bagaimana dengan peran siswa dan peran guru? Disini kan guru membantu kalian memahami penjelasannya kan?* (What do you think about student role and teacher role? In this case, did the teacher help you understand the explanation?)
- S : *Iya. kan Mbaknya njelasin lagi biar lebih mudah.* (Yes, she did. You re-explained it to make us more understand.)
- R : *Apakah tadi ada kesulitan?* (Was there any difficulty?)
- S : *Enggak.. Cuma kayaknya kalau memahami penjelasan ini lebih enak secara individu Mbak.* (No.. But, I think it is better to understand the explanation in groups.)
- S : *Iya, Mbak. Biar bisa saling tukar pendapat.* (Yes, Mam. It will allow us to share our opinion with others.)
- R : *Begitukah? Baik nanti saya pertimbangkan.* (Is it? Okay, I will think about it)
- R : *Task ini efektif gak untuk latihan ekspresi-ekspresi tadi?* (Was this task effective for you to have a practice in using the expressions?)
- S : *Iya Mbak.* (Yes, it was, Mam)
- R : *Ini dialognya mudah dimengerti kan?* (The dialogues are understandable, right?)
- S : *Yak, simple. Sesuai topic juga.* (Yes, they are. They're relevant to the topic as well.)
- R : *Adakah kesulitan pas mengerjakan? Perintahnya jelas kan?* (Was there any difficulty in doing the task? Is the instruction clear?)
- S : *Jelas kok. Malah ini mudah banget. Jawabannya langsung kelihatan.* (It's clear. It's very easy. The answers could be directly found.)
- R : *Ow. Terlalu mudah ya?* (Was it too easy?)
- S : *Ya.. Ini pilihannya langsung kelihatan jodohnya gitu lho Mbak. Mungkin gak usah pake box ini, atau pilihannya ditambah. Hehe.* (We could easily match the expressions. You may delete the box or add more options in the box.)
- S : *Biar lebih menantang. hehe.* (In order to make it more challenging.)
- R : *Teacher's sama students' rolenya gimana?* (What do you think about the teacher and the student roles?)
- S : *Udah. Kita ngerjain, mbaknya mengamati kelas.* (They were good. We did the task, and you observed the class.)
- R : *Setting pengerjaannya? Individu ini..* (What about the setting which is working individually?)
- S : *Dah bagus.* (It was good.)
- R : *Di task ini kalian latihan apa?* (What did you do in this task?)
- S : *Membuat dialog menggunakan ekspresi-ekspresi tadi.* (Making dialogue using the expressions.)
- R : *Trus, ini efektif gak untuk meningkatkan pemahaman tentang ekspresi-ekspresi tadi?* (So, was this task effective to improve your understanding about those expressions?)
- S : *Iya.* (It was.)
- R : *Situasinya ini mudah dimengerti nggak?* (Are the situations understandable?)
- S : *Hmm, iya. Sesuai juga dengan jurusan, masih ngomongi alat-alat kantor.* (Yes, they are. They are also relevant to our study program, still talking about office machines.)
- R : *Ada kesulitan gak di Task ini?* (Was there any difficulty in this task?)
- S : *Nggak sih. Perintahnya jelas. Trus mengerjakan secara berpasangan gini juga sudah efektif/* (No, there wasn't. The instruction is clear. Moreover, the setting to work in pairs was also effective.)
- R : *Perasn siswa dan gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Sudah bagus.* (They were good)
- R : *Procedural text ya.. Nah, apa yang kalian dapat dari task ini?* (It's a procedural text. So, what did you



- get from this task?)
- S : *Hmm, memahami procedural text. Ya jadi lebih paham.* (Understanding a procedural text. Well, it made me more understand about a procedural text)
- R : *Teksnya gimana?* (What do you think about the text?)
- S : *Mudah dipahami. Topiknya juga pas.* (It's easy to understand. The topic is also relevant.)
- R : *Adakah kesulitan dalam mengerjakan Task 7 ini?* (Was there any difficulty in doing Task 7?)
- S : *No. Bacaan sama pertanyaannya mudah dimengerti. Trus juga sudah ada bantuan vocabulary ini.* (No, there wasn't. The text and the questions are easy to understand. There is also a vocabulary list to help us.)
- R : *Kalau peran siswa dan gurunya gimana?* (What do you think about student role and teacher role?)
- S : *Bagus. Kita membaca dan mengerjakan, gurunya bantu memahami text.* (They were good. We did the task and the teacher helped us understand the input)
- R : *Setting pengerjaannya gimana?* (What do you think about the setting?)
- S : *Yang berpasangan ya. Bisa lah.* (That was already good.)
- R : *Menurut kalian, task ini efektif gak untuk menerangkan tentang procedural text?* (In your opinion, was this task effective to give an explanation about a procedural text?)
- S : *Iya, sudah.* (Yes, it was)
- R : *Penjelasannya gimana?* (What do you think about the explanation?)
- S : *Udah bagus. Jelas memahaminya. Gak ada kesulitan.* (That's already good. Easy to understand. There was no difficulty.)
- R : *Penjelasannya gimana?* (What do you think about the explanation?)
- S : *Udah bagus. Jelas memahaminya. Gak ada kesulitan.* (That was already good. Easy to understand. There was no difficulty.)
- R : *Peran guru dan murid?* (What about the teacher role and the student role?)
- S : *Bagus. Guru membantu menjelaskan. Siswa memahami penjelasannya. Gitu ya..* (They were good. The teacher helped explain the explanation. The students studied the explanation.)
- R : *Task ini dikerjakan secara berkelompok. Bagaimana menurut kalian?* (This task was done in groups. What do you think about it?)
- S : *Ya..sudah efektif.* (That was effective.)
- R : *Gimana, di task ini bisa latihan memahami imperative dan transitional markers gak?* (Was this task effective for you to understand about imperative and transitional markers?)
- S : *Ya. Nyari-nyari kata kuncinya gitu.* (Yes, it was. We looked for the keywords.)
- R : *Teksnya gimana?* (What do you think about the text?)
- S : *Pendek. Mudah dipahami.* (Short. Understandable.)
- S : *Masih seputar prosedur office machine juga.* (Still talking about the procedure in operating an office machine.)
- R : *Adakah kesulitan? Perintahnya jelas?* (Was there any difficulty? Was the instruction clear?)
- S : *Mudah kok. Tinggal nyari-nyari gitu.* (It was easy. We just needed to find the words.)
- R : *Kalau student sama teacher role-nya?* (What about the student role and the teacher role?)
- S : *Sudah berjalan baik sih.* (They were already good.)
- R : *Nyari imperative sama transitional markersnya kan secara individu. Bagaimana, apakah sudah efektif?* (The imperatives and the transitional markers were supposed to be found individually. What do you think about it? Was it effective?)
- S : *Ya, bisa. Tapi kalau secara berkelompok lebih menarik ya..* (Yes, it was. But I think it will be more interesting to be done in groups.)
- S : *Bisa kerjasama, trus saingan sama kelompok lain. hehe.* (So we can cooperate with the member of the groups and compete with the other groups.)
- R : *Ini tasknya efektif gak untuk memperdalam pemahaman tentang penulisan procedural text?* (Was this task effective to make you more understand about how to write a procedural text?)
- S : *Iya.* (Yes, it was.)
- R : *Trus jumbled stepnya ini mudah dimengerti gak? Masih sesuai topic kan?* (Were the jumbled steps understandable? It was still relevant with the topic, right?)
- S : *Iya..mudah.* (Yes, they were understandable and relevant to th topic. Easy.)
- R : *Activitinya? Adakah kesulitan?* (What about the activity? Was there any difficulty?)
- S : *Uhm.. Gak ada kesulitan. Perintahnya jelas.* (There was no difficulty. The instruction was clear.)
- R : *Teacher's sama students' rolenya? Perannya?* (What do you think about the teacher role and the

- student role?)
- S : *Hmm.. Kita mengerjakan, gurunya mengawasi, mengatur.. Gitu kan. Udah berjalan bagus sih.* (We did the task, while the teacher kept an eye upon us and controlled us. They were already good.)
- R : *Settingnya?* (What about the setting?)
- S : *Efektif.* (It was effective.)
- R : *Ini efektif gak untuk latihan nulis procedural text?* (Was this task effective to facilitate you to write a procedural text?)
- S : *Yes. Kan kita membuat. Kita menulis sendiri, gitu.* (Yes, it was. We did make and write the text by ourselves.)
- R : *Situasi-situasinya mudah dimengerti gak? Sesuai minat kalian?* (Were the situations understandable and relevant to your interest?)
- S : *Ini ya.. Mudah dimengerti.* (They were understandable.)
- S : *Sesuai topic juga kan, jadinya sesuai jurusan juga.* (Since they were relevant to the topic, they were also relevant to our study program.)
- R : *Aktifitasnya gimana? Mudah dimengerti? Menarik?* (What about the activity? Was it understandable? Interesting?)
- S : *Mudah dimengerti. Kalau menariknya..biasa saja. Hehe. Tapi bagus untuk latihan menulis ini.* (It was understandable but not really interesting. However, it was good to practice writing this kind of text.)
- R : *Peran guru sama muridnya?* (What is your opinion about the teacher role and the student role?)
- S : *Good. Berjalan baik.* (They were good. They run well.)
- R : *Ini dikerjakan secara individu ya. Bagaimana menurut kalian?* (This task was supposed to be done individually. What do you think about it?)
- S : *Effective. Menulis text seperti ini memang enak dikerjakan sendiri. Kalau bareng-bareng malah nggak selesai-selesai.* (It was effective. Writing a text like this is good to be done individually. It would be a waste of time if we do it in groups/pairs.)
- R : *Task 12 ya. Nah, disini kalian membuat dialog secara bebas. Apakah ini efektif untuk lebih memahami penggunaan expressions of asking for and giving instructions?* (In Task 12 you were asked to make a dialogue freely. Was it effective to make you more understand about the use of expressions of asking for and giving instructions?)
- S : *Iya. Kan lebih bebas mau pake yang gimana. Jadinya ya kita bisa pilih mau pake ekspresi seperti apa untuk cerita seperti apa, gitu.* (Yes, it was. We were free to choose the expressions for our own story.)
- R : *Ada kesulitan gak? Perintahnya jelas kan?* (Was there any difficulty? The instruction was clear, right?)
- S : *Hmm, gak ada kesulitan. Mungkin cuma bingung mau bikin cerita yang kayak gimana gitu.* (There was no difficulty. May be we were just confused about what story will we develop.)
- R : *Ada kesulitan gak? Perintahnya jelas kan?* (Was there any difficulty? The instruction was clear, right?)
- S : *Hmm, gak ada kesulitan. Mungkin cuma bingung mau bikin cerita yang kayak gimana gitu.* (There was no difficulty. May be we were just confused about what story will we develop.)
- S : *Kalau aku gak ada kesulitan sih. Perintahnya sudah jelas.* (For me, there was no difficulty. The instruction was clear.)
- R : *Peran siswa sama peran gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus. Gurunya bantu dan juga ngasih komentar. Trus..settingnya ya Mbak. Hehe. Settingnya juga udah bagus.* (They were already good. The teacher helped the students and also gave comments. The setting was good as well.)
- R : *Peran siswa sama peran gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus. Gurunya bantu dan juga ngasih komentar. Trus..settingnya ya Mbak. Hehe. Settingnya juga udah bagus.* (They were already good. The teacher helped the students and also gave comment. The setting was good as well.)
- S : *Iya, bikin dialog secara berpasangan. Udah pas.* (It was good to make the dialogue in pairs.)
- R : *Task 13 ya. Task ini tujuannya apa sih?* (What is the goal of this Task 13?)
- S : *Hmm, latihan membuat procedural text.* (Writing a procedural text.)
- S : *Membuat procedural text sesuai yang sudah dipelajari di sini.* (Writing a procedural text based on what we have learned here.)
- R : *Trus, ada gak kesulitan di sini?* (So, was there any difficulty in this task?)
- S : *Uhm, enggak sih. Jelas perintahnya. Kayak yang task sebelumnya.* (There was no difficulty. The

- instruction was clear. Just the same with the previous task.)
- R : *Trus, ada gak kesulitan di sini? (So, was there any difficulty in this task?)*
- S : *Uhm, enggak sih. Jelas perintahnya. Kayak yang task sebelumnya. (There was no difficulty. The instruction was clear. Just the same with the previous task.)*
- R : *Peran siswa dan gurunya gimana? Sudah baik atau belum? (What do you think about the student role and the teacher role? Were they already good?)*
- S : *Udah sih. Tidak ada kesulitan. (They were already good. There was no difficulty.)*
- R : *Settingnya? (What about the setting?)*
- S : *Settingnya secara individu... (It was individually.....)*
- S : *Udah bagus. Bikin text secara individu lebih enak. (It was already good. It feels good to write a text individually.)*
- R : *Well, end of interview two. Thank you very much. Besok kita punya satu kali pertemuan lagi, trus selesai. Makasih lho. (We will have one more meeting.)*
- S : *Okay..*

### Interview Transcript on the Evaluation of Unit 3

Friday, April 15<sup>th</sup> 2011

R : Researcher

S : Student (Ana Kurnia Nikmah, Ari Suryani, Febria)

- R : *Kita langsung aja ya. (Let's start the interview.)*
- S : *Let's go. Hehe.*
- R : *Menurut kalian, materi di Unit 3 ini membantu meningkatkan kemampuan Bahasa Inggris kalian yang sesuai dengan jurusan AP gak? (In your opinion, was Unit 3 effective to improve your English skill related to office administration?)*
- S : *Hmm, iya. (Hmm, it is effective.)*
- S : *Temanya sesuai dengan AP, tentang meeting-meeting. Teks-teksnya juga sesuai. Ada meeting kan, memo juga.. (The topic was relevant to our study programs, it was about meetings. The input texts were also appropriate. About meeting and memo.)*
- R : *Jadi, teksnya beda-beda gitu kan? Tida monoton? (The input texts were various, right?)*
- S : *Iya. Hmm, aktivitasnya juga macem-macem. Ada nulis memo, bikin dialog, kayak gitu. (Yes, they were. The activities were also various; writing memo, making dialogue, etc.)*
- R : *Tampilannya tetep oke kan? (What do you think about the appearance?)*
- S : *Sip Mbak. Pokoknya kalau warna, trus ada gambarnya tuh enak. (It was good. When it is colourful and there are pictures in it, I like it.)*
- R : *Judul sama paragraph ini bisa bantu kalian memperkirakan apa yang akan kalian pelajari? (Could the title and the overview paragraph help you predict what you were going to learn?)*
- S : *Yap. Judulnya pake direction dan meeting-meeting gitu. (Yes, they could. The title uses the expression of giving direction, and it's about a meeting room.)*
- S : *Trus di paragrafnya ini kan juga sudah disebutkan apa yang akan dipelajari. (Then, the paragraph also states what we are going to learn.)*
- R : *Maksudnya, apakah kegiatannya tersusun dari yang mudah-mudah dan ada bantuannya trus baru yang ke kegiatan mandiri gitu? (Were the tasks arranged from the easy tasks with some guidance to the independent tasks?)*
- S : *Ohh, iya. Kayak pas latihan di passive voice ini. (Yes they were. I found it in the tasks about passive voice.)*
- S : *Trus yang dialog kan melengkapi dulu, baru bikin sendiri.. (And about the dialogue, we completed some dialogues first. After that, we made the dialogue by ourselves.)*
- R : *Melalui tasks dan 'Today's Quote' di Unit 3 ini, apakah ada nilai-nilai ketepatan waktu atau punctuality, dan tentunya kerjasama? Kan kita di sini membicarakan rapat ya.. (Was this unit effective to facilitate you to improve the characters of punctuality and cooperation?)*
- S : *Bisa sih .. (Yes, it was.)*
- S : *Pas nulis memo juga kan kita menyantumkan jam, harus on time gitu.. (When writing the memo we mentioned the time, meaning that we should be on time..)*
- R : *Task ini bisa berfungsi untuk mengenalkan kalian pada topic di Unit 3 ini gak? (Was the task effective*

- to introduce you to the topic of Unit 3?)
- S : *Eh, bisa ya..* (I think it was effective)
- S : *Ini kan diskusi tentang gambar orang rapat gitu. Pertanyaan-pertanyaannya juga nyambung.* (It discussed the picture office meeting. The questions were also relevant.)
- R : *Ini kalau gambarnya gimana? Mudah dipahami?* (What about the picture? Was it understandable?)
- S : *Iya, jelas kok ini.* (Yes, it was.)
- R : *Adakah kesulitan di Task ini?* (Was there any difficulty in this task?)
- S : *Gimana? Enggak ya..* (There was no difficulty.)
- S : *Iya. Mudah dipahami kok.* (It was understandable.)
- R : *Teacher role sama student rolenya gimana?* (What about the student role and the teacher role?)
- S : *Sudah bagus.* (They were already good)
- S : *Tadi sih berjalan lancar.* (The class ran well.)
- R : *Settingnya?* (What about the setting?)
- S : *In pairs. Good.*
- R : *Apakah task ini efektif untuk meningkatkan kemampuan listening kalian?* (Was this task effective to improve your listening skill?)
- S : *Iya. Kan ada pertanyaan-pertanyaannya juga yang mengharuskan kita latihan listening.* (Yes, it was. There have been some questions about the content of the dialogue which require us to practice listening.)
- S : *Jadi kan bagaimanapun juga kita latihan identifikasi ekspresinya, dan sebagainya.. gitu.* (We had to identify the expressions and so on.)
- R : *Dialognya gimana?* (What about the dialogue?)
- S : *Hmm, mudah dipahami.* (It was understandable.)
- S : *Isinya juga sesuai dengan topic.* (The content was also relevant to the topic.)
- R : *Aktivitasnya?* (What about the activity?)
- S : *Understandable. Eh, iya kan.. hehe* (Understandable, wasn't it?)
- S : *Hihi. Seneng kalau abc gini.* (I like multiple choice questions.)
- R : *What do you think about the teacher role and the student role?*
- S : *Itunya.. Tadi Mbak'e bantu jelasin dialognya juga kan.. Trus kita ngerjain.* (You helped us understand the dialogue and we did the task.)
- R : *Settingnya? Secara individu ini..* (What about the setting?)
- S : *Bisa. Udah efektif.* (It was effective.)
- R : *Gimana.. Apakah task ini efektif untuk meningkatkan kemampuan speaking?* (Was this task effective to improve your speaking skill?)
- S : *Yes. Ada ekspresi-ekspresinya. Trus juga latihan bacanya tadi.* (Yes, it was. There are some expressions in the dialogue. We also acted the dialogue out.)
- R : *Ini dialognya mudah dimengerti ya? Topiknya sesuai juga kan?* (The dialogue was understandable and relevant with the topic, wasn't it?)
- S : *Hmm, iya. Gak terlalu panjang.* (Yes, it was. The dialogue was not too long.)
- S : *Juga masih tentang direction ke ruang rapat.* (It also still talked about direction to a meeting room.)
- R : *Ada kesulitan gak?* (Was there any difficulty in this task?)
- S : *Nggak kok. Mudah dipahami.* (No, there was not. It was understandable.)
- R : *Peran guru dan muridnya ini gimana?* (What do you think about the teacher role and the student role?)
- S : *Berjalan lancar sih..* (It ran well.)
- S : *Gurunya bantu memahami dialog juga..* (The teacher helped understand the dialogue.)
- R : *Settingnya oke ya? Ini kan berdialog..* (The setting was good, right?)
- S : *Iya..* (Yes, it was.)
- S : *Iya, dialog lebih mudah dengan berpasangan.* (Yes, it was. It is easier to work in pairs when dealing with dialogues.)
- R : *Task ini efektif gak untuk memberi penjelasan tentang ekspresi-ekspresi giving and asking for directions?* (Was this task effective to give you an explanation about the expressions of asking for and giving directions?)
- S : *Yak.. Lengkap deh contoh-contohnya.* (Yes, it was. The examples were so complete)
- R : *Berarti ini penjelasannya udah sip ya?* (So, the explanation was already good, right?)
- S : *Yes, it was.*
- S : *Gak ada kesulitan pokoknya.* (No difficulty.)

- R : *Berarti ini penjelasannya udah sip ya?* (So, the explanation is already good, right?)
- S : Yes, it was.
- S : *Gak ada kesulitan pokoknya.* (No difficulty.)
- R : What about the student role and the teacher role?
- S : *Bingung sih.. Tapi berjalan dengan baik tadi.* (It was confusing. However it ran well.)
- S : *Kita memahami penjelasan, trus Mbaknya bantu menjelaskan juga.* (We studied the explanation, while you helped explain the materials.)
- R : And the setting?
- S : In pairs ya.. Good, good. *Hehe.* (It was already good).
- S : *Iya. Sudah berjalan lancar..* (Yes. It ran well.)
- R : *Nah, di task ini bisa latihan menggunakan ekspresi-ekspresi tadi?* (Could this task help you use the expressions?)
- S : *Yap yap.* (Yes, it could.)
- R : *Nah, di task ini bisa latihan menggunakan ekspresi-ekspresi tadi?* (Could this task help you use the expressions?)
- S : *Yap yap.* (Yes, it could.)
- R : *Ada kesulitan mengerjakan?* (Was there any difficulty in this task?)
- S : No. *Sudah ada bantuan yang di dalam kurung ini juga.* (There was no difficulty. There have been a clue of the expression in the bracket).
- R : *Teacher's sama students'rolenya gimana?* (What do you think about the teacher and the student roles?)
- S : *Udah. Kita ngerjain, trus gurunya memeriksa muter-muter gitu tadi.* (They were good. We did the task and the teacher observed us.)
- R : *Setting pengerjaannya?* (What about the setting?)
- S : *Dah bagus. Dikerjain sendiri-sendiri tapi hasilnya didiskusikan sama temen gitu.* (It was good. We did the task individually but then discussed the answers with our partner.)
- R : *Nah, di task ini apakah kalian terbantu untuk menggunakan ekspresi giving directions secara lebih bebas?* (Was this task effective to help you use the expressions of giving and asking for directions more independently?)
- S : *Iya, soalnya kan di sini tidak sekedar melengkapi, tapi membuat dialog.* (Yes, it was, since we did not merely completing a dialogue, but also making a dialogue.)
- R : *Petanya sama situasinya gimana?* (What do you think about the map and the situations (the input)?)
- S : *Petanya simple, mudah dimengerti. Trus..* (The map was simple and understandable.)
- S : *Situasinya juga mudah dimengerti dan sesuai topic.* (The situations were understandable as well and relevant to the topic.)
- R : *Adakah kesulitan?* (Any difficulty?)
- S : *No. Instruksinya jelas.* (No. The instruction was clear.)
- R : *Kalau peran siswa dan guru?* (What do you think about the student role and the teacher role?)
- S : *Yah, siplah Mbak.* (They were already good.)
- R : *Buat dialog kan, berarti efektif dikerjakan in pairs dong?* (Was this task effective to be done in pairs?)
- S : *Iya Mbak, kayak yang tadi-tadi.* (Yes, it was. Just the same with the similar tasks.)
- R : *Di task ini bisa meningkatkan kemampuan reading ya?* (In this task you were helped to improve your reading skill, right?)
- S : *Yak. Kan untuk menjawab pertanyaannya kita harus baca.* (Yes, we were. To answers the questions we had to read the text first.)
- R : *Kalau teksnya sendiri gimana?* (What about the text?)
- S : *Mudah, gak terlalu panjang. Sesuai topic juga.* (It was understandable, not too long, and relevant to the topic.)
- R : *Gak ada kesulitan ya?* (No difficulty, right?)
- S : *Nggak ada Mbak. Enak kok.* (No difficulty. It's easy.)
- R : *Peran ininya? Siswa sama guru?* (What do you think about the student role and the teacher role?)
- S : *Ehmm, bagus. Tadi Mbaknya bantu kita memahami teksnya juga.* (They were good. You helped us understand the text.)
- R : *Dikerjakan berpasangan bisa?* (Could you do it in pairs?)
- S : *Bisa ya..* (We could, couldn't we?)
- S : *Iya, bisa..* (Yes, we could.)
- R : *Gimana task ini? Bisa bantu memberi penjelasan?* (What do you think about this task? Was it effective

- to give you an explanation about the passive voice?)
- S : Hmm, ya.. (Yes, it was effective.)
- R : *Penjelasannya gimana?* (What do you think about the explanation?)
- S : *Jelas, simple..* (It was understandable and simple.)
- S : *Tapi terlalu simple Mbak. Kan di task berikutnya kita diminta melengkapi yang ada past sama present gitu, nah di sini kan belum ada penjelasannya sama contohnya.* (But I think it was too simple. In the next task we were asked to complete the dialogues with a certain situation; in the past or in the present tense. Whereas, there was no explanation about the past and the present..)
- S : *Iya ding, mungkin ditambah gitu..* (I think so. May be it should be added with those explanation.)
- R : *Student role sama teacher rolenya?* (What do you think about the student role and the teacher role?)
- S : Good. *Mbaknya bantu menerangkan ininya..* (They were good. You helped us understand the explanation.)
- R : *Efektifkah dikerjakan secara berpasangan?* (Was it effective to be done in pairs?)
- S : Yes, it was.
- R : *Di task ini bisa belajar tentang penyusunan passive voice ya?* (In this task you could learn about how to construct a passive voice, right?)
- S : *Yak, harus pake V3..* (Yes, we could. The passive voice should use a V3.)
- R : *Ini mudah dimengerti kan kalimat-kalimatnya?* (The sentences here were understandable, weren't they?)
- S : *Iya. Udah ada klu di dalam kurung itu.* (Yes, they were. There has been a clue in the bracket.)
- S : *Cuma tadi agak bingung, maksudnya gimana gitu. Untung dikasih contoh sama Mbaknya. Jadi lebih baik ini dikasih contoh cara ngerjain gitu.* (I was just a little bit confused of how to do the task. Fortunately you gave us an example. So, I think it will be better if you add an example of how to do the task.)
- R : *Oke, tapi ini mudah kan? Maksudnya, instruksinya jelas, trus jelas gitu suruh ngubah ke passive voice?* (Okay, but it was easy right? I mean, was the instruction clear? You understood that you were asked to change the sentence into the passive voice, didn't you?)
- S : *Kalo itu sih mudeng mbak. Setelah dikasih contoh kan langsung mudeng tadi.* (Yes, I understood. After you gave us the example, we did understand.)
- R : *Student role and teacher rolenya?* (What do you think about the student role and the teacher role?)
- S : *Udah kok..* (They were already good.)
- R : *Dan settingnya? Gimana?* (What about the setting?)
- S : *Individually kan ya.. Oke kok.* (Individually, right? I think that was already good.)
- R : *Ini tasknya efektif gak untuk memperdalam pemahaman tentang mengubah kalimat aktif ke pasif gitu?* (Was this task effective to make you more understand about how to change an active sentence into the passive voice?)
- S : *Iya sih. Tadi kan baru ngubah verbnya, nah sekarang ngubah keseluruhan* (Yes, it was. In the previous task we just changed the verb, but in this task we changed the whole sentence.)
- R : *Ini juga perlu example kayak tadi?* (Do you need an example in this task?)
- S : *Oh iya.. Biar lebih jelas gitu.* (Yes, I do. It will ease us.)
- R : *Activitinya?* (What about the activity?)
- S : *Uhm.. Gak ada kesulitan.* (There was no difficulty.)
- R : *Peran guru dan siswanya?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus. Kita ngerjain, mbaknya meriksa.* (They were already good. We did the task and you observed us.)
- R : *Settingnya individually ini juga sudah efektifkah?* (Was the setting also effective?)
- S : *Iya Mbak, kayak yang tadi.* (Yes, it was.)
- R : *Gimana? Bisa meningkatkan kemampuan membaca?* (Could this task help you improve your reading skill?)
- S : *Yes, Mbak. Baca seksama dulu, baru bisa jawab pertanyaan.* (Yes, it could. We should read the memo carefully so we could answer the questions.)
- R : *Ini memonya gimana? Mudah dimengerti?* (What do you think about the memo? Was it understandable?)
- S : *Iya, gak panjang. hehe.* (Yes, it was. Short.)
- S : *Trus kita kan juga belajar tulis menulis memo gini, jadi sesuai sama kita.* (We also learned about writing memo in our other class, so it was relevant to our study program.)

- R : *Aktifitasnya gimana? (What about the activity?)*
- S : *Yah, mudah dimengerti. Kan kita sudah terbiasa mbak, kalau ada bacaan pasti ada pertanyaan gitu. Jadi ya gak ada kesulitan. (Well, it was understandable. We have got used to do such a thing. When there is a text, there are questions following it.)*
- R : *Peran guru sama muridnya? Apakah sudah efektif tadi, kalian mengerjakan trus saya bantu menerangkan isi memo gitu? (What is your opinion about the teacher role and the student role? You did the task and I helped you understand the memo..)*
- S : *Good. Iya tadi udah kayak gitu dan berjalan baik. (Good. It ran well.)*
- R : *In pairs ya ini. Gimana menurut kalian? (What do you think about the setting?)*
- S : *Hmm, good good.. (I think that was good.)*
- R : *Gimana, di task ini bisa terbantu untuk memahami ini, memo dan list? (Could this task help you understand about a memo and a list?)*
- S : *Yes, yes.. (Yes, it could.)*
- R : *Ini penjelasannya mudah dimengerti kan? (The explanation was understandable, wasn't it?)*
- S : *Iya Mbak. Simple kok. (Yes, it was. It was simple.)*
- S : *Jadi mahaminya enak, gak ada kesulitan.. (So, it was easy to understand, no difficulty.)*
- R : *Ini penjelasannya mudah dimengerti kan? (The explanation was understandable, wasn't it?)*
- S : *Iya Mbak. Simple kok. (Yes, it was. It was simple.)*
- S : *Jadi mahaminya enak, gak ada kesulitan.. (So, it was easy to understand, no difficulty.)*
- R : *Peran siswa sama peran gurunya gimana? (What do you think about the student role and the teacher role?)*
- S : *Apasih.. Uhm, tadi tu kita memahami trus mbaknya bantu njelasin gitu ya.. (We studied the explanation and you helped explain it)*
- S : *Ya, sudah bagus kok. (Well, that was good.)*
- R : *Settingnya? (What about the setting?)*
- S : *Oh, ini udah berjalan baik tadi kan.. (Oh, it ran well.)*
- R : *Nah, apakah task ini efektif untuk meningkatkan pemahaman tentang penulisan memo? (Was this task effective to improve your understanding on how to write a memo?)*
- S : *Iya. (Yes, it was.)*
- S : *Kan dengan mencari kesalahan dan menulisnya lagi tu secara tidak langsung kita belajar membuat memo, gitu. (By searching for the mistakes and rewriting the memos, we also learned how to make the memos themselves.)*
- R : *Ini mudah dipahami memonya? (Were the memos understandable?)*
- S : *Iya. Mudah dan pendek, hehe. (Yes. They were understandable and short, hehe)*
- S : *Enak juga aktifitasnya, nyari-nyari kesalahan.. (The activity was also understandable; looking for some mistakes.)*
- R : *Tadi teacher role sama student role nya gimana? (What is your opinion about the teacher role and the student role?)*
- S : *Kita ngerjain, trus mbaknya muter-muter meriksa.. Iya kan.. (We did the task, and you walked around to observe our work, right?)*
- S : *Yes. Udah pas kok Mbak. (Yes. That's already good.)*
- R : *Settingnya individu ini, gimana? (What about the setting?)*
- S : *Kayak gini sih.. Uhm,, secara berkelompok juga sudah bagus. Tadi bisa kan ya.. (I think it's already good. We could do that, right?)*
- S : *Yes.. Bisa. (Yes, we could.)*
- R : *Nah ini bisa meningkatkan kemampuan menulis memo dan list kan? (Could this task help you improve your skill in writing a memo and a list?)*
- S : *Ya, dengan menulis ini kan otomatis kemampuan kita bertambah, hehe. (Yes, it could. By writing the memo and the list, our skill is improved automatically, hehe)*
- R : *Situasinya ini mudah dipahami kan? (Were the situations understandable?)*
- S : *Iya, udah dijelasin. Trus format memonya itu membantu kok. (Yes, they were. Moreover, the form of the memo was helpful.)*
- R : *Tapi gak ada kesulitan kan dalam mengerjakan? (But there's no difficulty in doing the task, right?)*
- S : *Enggak sih. Udah ada latihan-latihan sebelumnya juga kan.. (No difficulty. The previous exercise helped us do this task.)*
- R : *Peran siswa sama gurunya gimana ini? (What do you think about the student role and the teacher*

- role?)
- S : *Ehmm.. Kita mengerjakan, trus gurunya memeriksa muter-muter kayak tadi, gitu..* (We did the task and the teacher observed us.)
- R : And.. What is your opinion about the setting?
- S : Setting? Individually..
- S : *Ehmm.. Sudah bagus. Kan kalau kayak gini kalau dikerjakan bareng-bareng juga malah agak ribet.* (I think that's already good. If this kind of task should be done in pairs or in groups, it will be complicated.)
- R : *Apakah task ini efektif meningkatkan pemahaman penggunaan ekspresi giving directions secara lebih mandiri?* (Is this task effective to improve your understanding on the use of the expression of giving directions more independently?)
- S : *Yes. Ini kan kita memberi directions berdasar peta dan situasi. Trus lebih mandiri karena gak ada bantuan-bantuan kayak contoh gitu..* (Yes. We gave directions based on the map and the situations. It was more independent because there was no help/guidance such as an example on how to do the task.)
- R : *Situasinya sama mapnya gimana?* (What is your opinion about the map and the situations?)
- S : *Mapnya simple, mudah dipahami. Situasinya juga masih seputar meeting room, mudah dipahami juga.* (The map is simple and understandable. The situations were also still about meeting rooms. They were understandable as well.)
- R : *Berarti gak ada kesulitan kan dalam mengerjakannya?* (So, there's no difficulty in doing the task, right?)
- S : *Nggak ada.. Ya harus pintar milih-milih ekspresinya saja.* (No difficulty. We just needed to be careful in choosing the expressions.)
- R : *Peran siswa sama gurunya gimana?* (What do you think about the student role and the teacher role?)
- S : *Udah bagus Mbak. Udah lancar kan tadi. Mbaknya yang kasih masukan-masukan gitu.* (I think that's already good. You gave some feedbacks to the performance.)
- R : *Settingnya?* (What do you think about the setting?)
- S : *Individually ya. Udah good.* (That was already good.)
- R : *Kalau di task ini gimana? Bisa meningkatkan kemampuan menulis memo dan list?* (Could this task improve your understanding in writing a memo and a list of certain things?)
- S : *Yak, bisa.. Seperti task-task yang sebelumnya..* (Yes, it could. Same with the previous tasks.)
- R : *Mudah dipahami nggak tasknya? Atau mbingungi? Hehe.* (Was the task understandable? Or was it confusing?)
- S : *Itunya ketentuannya sudah jelas, sesuai topik. Perintahnya jelas, trus..* (The situation was clear and relevant to the topic. The instruction was also clear.)
- S : *Ya bisalah ngerjainnya.* (We could do the task.)
- R : *Mudah dipahami nggak tasknya? Atau mbingungi? Hehe.* (Was the task understandable? Or was it confusing?)
- S : *Itunya ketentuannya sudah jelas, sesuai topik. Perintahnya jelas, trus..* (The situation was clear and relevant to the topic. The instruction was also clear.)
- S : *Ya bisalah ngerjainnya.* (We could do the task.)
- R : What about the roles? The student role and the teacher role?
- S : *Itunya tadi.. Kita mengerjakan, gurunya mengawasi ya..* (We did the task while the teacher observed us.)
- S : *Iya, sepertit itu. Udah good.* (Yes, I think so. That's already good.)
- R : *Settingnya?* (What about the setting?)
- S : *The setting is.. Individu ya ini.. Menurut saya sudah bagus sih..* (The setting was working individually, right? I think that's already good.)
- S : *Iya, yang penting lancar ininya kan..hehe.* (I think so. It ran well.)
- R : *Siipppp.. Udah selesai nih wawancaranya. Ini tadi udah pertemuan terakhir sama wawancara terakhir. Makasiiihhhh banget.* (Done. This is the last meeting and the last interview. Thank you so much.)
- S : *Iya, kita juga makasih Mbak.* (You are welcome)
- R : *Semoga materi ini bermanfaat ya..* (I hope these materials will be useful for you.)
- S : *Bermanfaatlah Mbak. Hehe.* (Surely)
- R : *Yaudah kita tutup ya.. Thanks.* (Let's end up this conversation. Thanks)



## APPENDIX G

### COURSE GRID AND MATERIALS

#### COURSE GRID

#### ENGLISH FOR OFFICE ADMINISTRATION DEPARTMENT

**Grade** : XI  
**Level** : Elementary  
**Standard of Competence** : Communicating in English at Elementary Level  
**Basic Competences** :  
 2. 4 Expressing feelings  
 2. 5 Understanding simple instructions  
 2. 6 Making short messages, directory, and lists, using the correct spelling and punctuation

**Table 55: Course Grid**

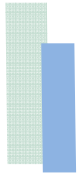
Basic Competency	Topic	Unit Title	Characters	Language Function	Input Text	Language focus		Activities	Achievement Indicator
						Key vocabulary	Key grammar		
2.5 Expressing feelings	Applying for a Clerical Job	<b>You Should Apply for This Job.</b>	- independence - cooperation	- Giving and asking for opinions  - Expressing agreement and disagreement  Giving suggestions	Listening: dialogue about applying for a job  Speaking: dialogue about applying for a job  Reading: Job vacancy	Job vacancy, clerical job, application letter,  (specific terms about application for a clerical job)	Present continuous tense (affirmative, negative, interrogative forms)	Listening: - Listening to a dialogue and answering questions.  Speaking: - Reading a dialogue and answering questions. - Completing dialogues with correct expressions. - Making a dialogue based on (a) given situation(s) and acting it out.  Reading: - Reading a text answering questions. - Matching job vacancies with correct	- Students are able to give and ask for opinions using the correct expressions. - Students are able to express agreement & disagreement on a topic using the correct expressions. - Students are able to give suggestions using the correct expressions - Students are able to describe one's activities. - Students are able to write

Basic Competency	Topic	Unit Title	Characters	Language Function	Input Text	Language focus		Activities	Achievement Indicator
						Key vocabulary	Key grammar		
					Writing: Application letter			<p>persons.</p> <ul style="list-style-type: none"> <li>- Describing one's activities based on given pictures using present continuous tense.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Arranging jumbled paragraph into a good application letter.</li> <li>- Writing an application letter</li> </ul>	an application letter
2.6. understanding simple instruction	Office machine	Turn off the Printer.	<ul style="list-style-type: none"> <li>- carefulness</li> <li>- cooperation</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for instructions</li> <li>- Giving instructions</li> </ul>	<p>Listening: monologue on how to use printer.</p> <p>Speaking: dialogue about how to fix printer paper jam</p> <p>Reading: procedural text on how to send a fax</p> <p>Writing: jumbled procedural text about how to use a copy machine</p>	Fax machine, copier machine, scanner, paper jam,	<p>Imperative sentence</p> <p>Transitional markers</p>	<p>Listening:</p> <ul style="list-style-type: none"> <li>- Listening to a monologue and stating true or false of some statements.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Reading a dialogue and answering questions.</li> <li>- Completing dialogues with correct expressions.</li> <li>- Making a dialogue using the expressions of asking for and giving instructions based on a given (a) situation(s) and acting it out.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Reading a text and answering questions.</li> <li>- Finding imperative verbs and transitional markers in a procedural text.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Arranging jumbled procedural text into a good order.</li> <li>- Making a procedural text based on the given situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are able to give simple instructions using the correct expressions.</li> <li>- Students are able to make a procedural text using correct imperative sentence and transitional markers.</li> </ul>

Basic Competency	Topic	Unit Title	Characters	Language Function	Input Text	Language focus		Activities	Achievement Indicator
						Key vocabulary	Key grammar		
2.7. Making short messages, sign posts and lists, using the correct spelling and punctuation	Office meeting	The Meeting Room is on the Fourth Floor	<ul style="list-style-type: none"> <li>- punctuality</li> <li>- cooperation</li> </ul>	-Giving directions -Asking for directions	Listening: dialogue about asking for/giving directions  Speaking: dialogue about asking for/giving directions  Reading: text about managing an office meeting  Writing: Memo	agenda, minutes, memo  (specific terms about meeting)	Passive Voice	Listening: - Listening to a dialogue and answering questions.  Speaking: - Reading a dialogue and answering questions. - Completing dialogues with correct expressions. - Giving directions to a certain place based on the given map. - Making a dialogue using the expressions of asking for/giving directions based on the given situations.  Reading: - Reading a text and answering questions. - Finding meaning of some office signs. - Making office signs using 'please' and 'thank you for' based on the given situations.  Writing: - Reading a memo and answering questions. - Writing a memo based on the given situations.	<ul style="list-style-type: none"> <li>- Students are able to give and ask for directions using correct expression.</li> <li>- Students are able to write a memo.</li> <li>- Students are able to make an office signs.</li> </ul>

**FIRST DRAFT**

## YOU SHOULD APPLY FOR THIS JOB.



After graduating from your study you will apply for a clerical job, won't you? You will deal with some job vacancies and of course you will write an application letter then. Do you know how to write an application letter for a clerical job? We will learn about it in this unit.

Someday your friend may have a difficulty to find a job. As a friend, do you know how to give a good suggestion for him/her? Do you know how to express your opinion, your agreement, and your disagreement? Well, we will also learn about those expressions in this unit. Get ready? Go!

### A LET'S GET STARTED

**Task 1.** *Have a look at some pictures below. What do you think they are doing? What are their jobs? What qualifications do they have? Do you think you can handle jobs like them? Discuss these questions in groups of 4-6 students.*



picture 1: shutterstock.com



picture 2: shutterstock.com



picture 3: solutions.neilsquire.ca .....



picture 4: shutterstock.com

# LET'S LISTEN AND SPEAK

**Task 2. You are going to listen to a dialogue about job application. Listen to it carefully and answer the questions. Do it individually.**

English	Indonesian
Apply /ə'plai/ (v)	Melamar
Opportunity /,ɒp.ə'tjuː.nə.ti/ (n)	Kesempatan
Clerk /klɑ:k/ (n)	Pegawai tata usaha
Duties /'djuː.tiz/ (n)	Tugas-tugas
Responsibility /rɪ'spɒnt.sɪ'bɪl.ɪ.ti/ (n)	Tanggung jawab
Account /ə'kaʊnt/ (v)	Laporan
Involve /ɪn'vɒlv/ (v)	Meliputi
Qualified (adj)	Memenuhi syarat

## Questions:

1. What job is offered in the office?
2. What administrative duties will be involved in the job position?
3. Does Mr. Sigit (the man) think that Rani (the woman) is qualified for the job position?
4. When did Rani learn about handling documents?
5. What does Mr. Sigit imply by saying "That's for sure" in his last sentences?

**Task 3. Study the dialogue below and answer the questions. Do it in pairs.**

English	Indonesian
Treat /tri:t/ (v)	Memperlakukan
Chance /tʃɑ:n t s/ (n)	Kesempatan
Advance /əd'vɑ:n t s/ (v)	Memajukan
Attractive /ə'træk.tɪv/ (adj)	Menarik
Impression /ɪm'preʃ. ə n/ (n)	Kesan

- Iwan** : Hi Jati! How are you doing these days?
- Jati** : Oh, Hi Iwan. I'm not doing very well, actually.
- Iwan** : I'm sorry to hear that. What seems to be the problem?
- Jati** : ... you know I've been looking for work. I can't seem to find a job.
- Iwan** : That's too bad. Why did you leave your last job?



www.shutterstock.com · 12164164

- Jati** : Well, my boss treated me badly, and I didn't like my chances of advancing in the company. **What are your thoughts on all of this?**
- Iwan** : That makes sense. **The way I see thing is** that a job without opportunities and a difficult boss isn't very attractive.
- Jati** : **Exactly!** So, anyway, I decided to quit and find any new clerical job. I sent out my resume to more than twenty companies. Unfortunately, I've only had two interviews so far.
- Iwan** : Have you tried looking online for a job?
- Jati** : Yes, but so many of the jobs require moving to another city. I don't want to do that.
- Iwan** : I can understand that. **Why don't you go to some of those networking groups?**
- Jati** : I haven't tried those. What are they?
- Iwan** : They're groups of people who are also looking for work. They help each other discover new opportunities.
- Jati** : That sounds great. I'll definitely try some of those.
- Iwan** : I'm glad to hear that. So, what are you doing here?
- Jati** : Oh, I'm shopping for a new suit. I want to make the best impression possible at my job interviews!
- Iwan** : There you go. That's the spirit. I'm sure things will look up for you soon.

adapted from [http://esl.about.com/od/intermediatereading/a/d\\_report.htm](http://esl.about.com/od/intermediatereading/a/d_report.htm)

### Questions

1. Why is Jati unhappy?
2. What kind of job does Jati look for?
3. Is Jati interested in working in other cities?
4. After Iwan says, "The way I see thing is that a job without opportunities and a difficult boss isn't very attractive." Then Jati replies, "Exactly!". What does Jati mean?
5. What is Jati going to do with his new suits?

### Task 4. Study the explanation below in groups of 4-6 students.

In the previous dialogue you have found these expressions:

- ✓ What are your thoughts on all of this? (asking for opinions)
- ✓ The way I see thing is that a job without opportunities and a difficult boss isn't very attractive. (giving opinions)
- ✓ That's for sure. (agreeing)
- ✓ Exactly! (agreeing)
- ✓ Why don't you go to some of those networking groups? (giving suggestions)

Below are some expressions you can use to give and ask for opinions, express agreement and disagreement, and give opinions:

Giving opinions	Asking for opinions
In my opinion...	What's your idea?
The way I see it...	How do you feel about that?
If you want my honest opinion....	What do you think?
According to Lisa...	Do you have anything to say about this?
As far as I'm concerned...	Wouldn't you say?
	Do you agree?
Agreeing	Disagreeing
I agree with you.	I don't think so.
I couldn't agree with you more.	I don't agree with you.
I agree with you 100 percent.	I'm afraid I disagree.
That's for sure.	No way.
You're absolutely right.	That's not always the case.
Absolutely.	No, I'm not so sure about that.
That's quite right / true.	
Giving Suggestions	
You should..	
I suggest you to...	

**Task 5. Complete the following dialogues with the correct expressions. Do it in groups of 4-6 students.**

- Luna : What is your opinion about the new secretary?  
Jojo : \_\_\_\_\_ (giving opinion)
- Rora : I think I am not qualified for this position.  
Janet : \_\_\_\_\_. You have all of the requirements. (disagreeing)
- Riko : \_\_\_\_\_? (asking for opinions)  
Febri : I think your application letter is not bad.
- Yuna : There is a position offered in my uncle's office.  
Yuri : \_\_\_\_\_. (giving suggestion)
- Maria : What do you think about my new job position?  
Koko : \_\_\_\_\_ (giving opinion)
- Nana : The job vacancy really suits your experiences and background of study.  
Natan : \_\_\_\_\_ (agreeing)

**Task 6. Work in pairs. Make a dialogue based on one of the situations below.**

**Situations:**

- There is a job vacancy as an administrative staff in a new company. You ask your friend's opinion about this. Your friend suggests you to write an application letter for applying the job.



2. Your friend is writing an application letter. She/he is not sure about the format of the application letter, so that she/he asks your opinion about her/his letter. You think that the application letter is good.

**TODAY' S QUOTE**

“ “Part of your heritage in this society is the opportunity to become financially independent” ~Jim Rohn~

## **CLET'S READ AND WRITE**

*Task 7. Study the job vacancy below and answer the questions. Do it with your partner.*

### **INDONESIA STOCK EXCHANGE**

Indonesia Stock Exchange (IDX) is a self regulatory organization facilitating the development of capital market in Indonesia. With our vision To be a Competitive Stock Exchange with World Class Credibility, we always put big attention in our human capital. At present we are looking for qualified person to fill the SECRETARY position.

**REQUIREMENTS:**

- Female, 21 - 25 years old
- D3 Secretary /SI in Business Administration from reputable university with GPA min 3,00
- Fresh graduated or max. 2 years experience
- Excellence communication skill (Bahasa Indonesia &English)
- Customer Service Oriented
- Excellence interpersonal skill
- Skillful in Ms. Office
- Skillful in administrative duties

If you feel that you are the person we're looking for, please send your comprehensive CV including photograph (4x6), copy of education certificate, and copy of transcript before 26th of February 2008 by :

email to :  
divisisdm@idx.co.id

or mail to :  
HR Division  
Indonesia Stock Exchange  
IDX Building, Tower I, Lt. 4  
Jend. Sudirman Kav. 52-53  
Jakarta 12190

\*) Please put the position in the subject of your email/mail.

adapted from <http://2007.loker.web.id/secretary/job-vacancy-as-secretary-indonesia-stock-exchange/>

**Questions:**

1. What requirements should be filled by the applicants?
2. It is mentioned that one of the requirements is D3 in Secretary /SI in Business Administration from a reputable university with GPA min 3.00. What does GPA stand for?
3. What does the word “we” in line 3 refer to?
4. When is the closing date of the job vacancy?
5. Where do the applicants send their application letters?

*Task 8. There are four job vacancies for clerical jobs. Read them carefully and state which position is best for each of the following person. Do it in groups of 4-6 students.*

**1. Needed:** Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

- Jane Anderson. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work. She would also love to deal with document handling.

The best job for Jane is \_\_\_\_\_

**2.** Are you looking for a part time job? We require 3 part time secretary assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366 – 76564 for more information.

- Anne Twain. Anne is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Anne is \_\_\_\_\_

**3. COMPUTER TRAINED SECRETARIES:** DO YOU HAVE EXPERIENCE WORKING WITH COMPUTERS? WOULD YOU LIKE A FULL TIME POSITION WORKING IN AN EXCITING NEW COMPANY? IF YOUR ANSWER IS YES, GIVE US A CALL AT 565-987-7832.

- Mark Sandler. Mark was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Mark is \_\_\_\_\_

**4. Part Time work available:** We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone, giving customer's information, and filing documents. For more information contact us by calling 897-980-7654.

- Jati Bachdim. Jati went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Jati is \_\_\_\_\_

adapted from [http://esl.about.com/od/intermediatereadin1/a/apply\\_job\\_2.htm](http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm)

Task 9. Study the explanation below in groups of 4-6 students.

### Present Continuous Tense

**“At present we are looking for qualified person to fill the SECRETARY position.”**

The sentence above uses Present Continuous Tense. Do you know when to use Present Continuous Tense? Let's find them in the explanation below.

1. We use the Present Continuous Tense to talk about activities happening now.
  - What are you doing?
  - She is writing the letter in the room now.
  - They are not listening to boss.
2. We can also use the Present Continuous Tense to talk about activities happening around now, and not necessarily this very moment.
  - Sally is studying really hard for her interview this week.
  - Whose account are you working on?
  - We aren't working hard these days.
3. The Present Continuous Tense is also used to talk about activities happening in the near future, especially for planned future events.
  - Are you doing anything tonight?
  - We are having a meeting this evening.
  - We aren't going to the job fair next week.

Common present continuous time expressions include:

at the moment, now, today, this week, this month, tomorrow, next week (for future arrangements ), currently .

interrogative sentence	: (question word) + to be + S + Ving
positive sentence	: S + to be + Ving
negative sentence	: S + to be + not + Ving

The 'to be':

**He / She / It → is**

**I → am**

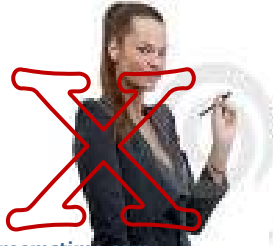
**They / We / You → are**

**Task 10.** Write three sentences using present continuous tense which describes what the people below are doing. The three sentences should contain an interrogative sentence, a positive sentence, and a negative sentence. Do it on your own.

1.



Hospitality-school.com



Dreamstime.com

Example:

(?) What is she doing?

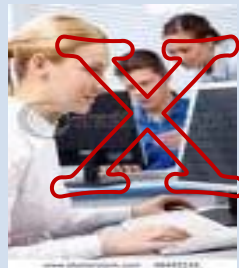
(+) She is answering a call from her boss.

(-) She is not holding a pen.

2.



absolutvision.com



Shutterstock.com

(?).....

(+).....

(-) .....

3



istockphoto.com



users.stlcc.edu

(?).....

(+).....

(-) .....

4.



millicent.blogdetik.com



saidaonline.com

(?).....

(+).....

(-) .....

5.



bvsvd.org



shutterstock.com

(?).....

(+).....

(-) .....

Task 11. Study the application letter below and answer the questions. Do it in pairs.

Karangmalang B33  
Depok, Sleman  
Yogyakarta, 55281

January 12, 2011

Mr. Hasanudin  
Prima Accounting Firm  
Jl. Wates km 5  
Yogyakarta

Dear Mr. Hasanudin

I am writing to apply for the office staff's position as in Harian Kita Magazines on January 10.

I have taken a Typing course and can format reports, letters, memos, and tables and key in at a rate of 45 minutes words per minute. Using Microsoft Word, Excel, and Adobe Pagemaker, I can prepare spreadsheets, databases and newsletter. These skills were learned in my Computer Information System classes and during my high school training.

I would appreciate the opportunity to talk to you about this position. I can be reached at 085-229-109-009 any time and any day. I look forward to hearing from you.

Sincerely yours,

Raka Ramos

adapted from <http://officewriting.com/job-application-letter-%E2%80%93-office-clerk/>

### Questions

1. To whom is the letter addressed?
2. How does the applicant usually prepare a newsletter?
3. What job does the applicant apply for?
4. Where did the applicant read the job vacancy?
5. Is the applicant ready to be interviewed any time and any day?

**Task 12. Study the explanation below. Learn how to write an application letter. Do it in groups of 4-6 students.**

The diagram shows an application letter template with various parts labeled by arrows:

- your address:** Jalan Tentara Pelajar 33, Wates, Kulon Progo, Yogyakarta 55655
- the date:** March 25, 2011
- the name and address of who you are writing to:** Ms. Rosemarie Norbe, Personnel Manager, Milestone Company, Ciapus, Bogor
- salutation:** Dear Ms. Norbe
- Paragraph 1:** Why you are writing & where you saw the job. (Text: With reference to your advertisement in *Karir Kita Bulletin* on March 22, I am writing to apply for the position of executive secretary offered by your company.)
- Paragraph 2:** Information about your qualifications and experiences. (Text: I am Rahma Santi, a graduate of Bachelor of Social Science, major in Office Administration at Yogyakarta University, Yogyakarta this March, 28, 2011 as a cum laude.)
- Paragraph 3:** why you believe you are suited to the job and what you can offer the company. (Text: I consider as my assets: my proficiency in both written and spoken English and Indonesian, my computer skills, and my leadership skills which were honed in my capacity as the editor in chief of my school's student publication. I am hardworking, efficient, and highly driven, and I am willing to undergo training to further improve my capabilities. I believe I would be an asset to your company.)
- Paragraph 4:** when you are available for an interview and how to contact you. (Text: I am very much willing to come over for a personal interview with you. I can be reached at 088-909-111-212 at anytime and any day.)
- closing:** Respectfully yours,
- your name:** Rahma Santi

<http://officewriting.com/application-letter-sample-%E2%80%93-executive-secretary/>



*Task 13. Work in pairs. Arrange these jumbled paragraphs into a good application letter. Write the number in the right column. Number 1 has been done for you.*

English	Indonesian
suitability /ˌsɪ uː.təˈbɪl.ɪ.ti/ (n)	kecocokan
reputable /ˈrep.jʊ.tə.bəl/ (adj)	bereputasi
firm /fɜːm/ (n)	perusahaan
adhere /ədˈhɪə r/ (v)	menganut/mematuhi

Part of letter	number
I would welcome the opportunity to discuss my suitability for the position and comply with your other requirements. I can be contacted during working hours at (632) 857-0100 local 1101. Thank you very much. March 29, 2010	
I am a Communications graduate of the University of the Philippines-Diliman with several years of working experience gained from some of the Philippines' reputable private firms, a non-governmental organization, and government. MS. PASSANA PONG The Administrative Officer The Royal Thai Embassy in Manila	
On top of these competencies, I adhere to a work ethic and can effectively interact with people across all levels of the organizational structure. I believe I can be an asset to your organization.	
I am writing to apply for the position of Executive Assistant advertised on jobstreet.com.ph on 10 May 2010. This position particularly interests me because it would enable me to make full use of my administrative and organizational skills. I have well-developed written and oral communication skills that can be very useful in carrying out the duties for the above-mentioned position.	
1234 Ayala Road Southville Makati	1
Dear Ms. Pong	
Sincerely,	
Ednalyn Ramos	

adapted from <http://officewriting.com/category/application-letter/>

*Task 14. Here is a job vacancy. Write an application letter for this job in a piece of paper. Work on your own.*

**Vacancy**

**JUNIOR SECRETARY (JS) on INDO MITRA PRATAMA, PT**

Post Date : 30 Oct 10

**Qualification**

Requirements :

- Min. D3 Secretary
- Fluent in English both oral and written (more preferable)
- Minimum 1 years experience in secretarial and administrative work
- Able to operate computer minimum Ms office, excel, & internet
- Capable making filling system & comfortable with numbers
- Mature, initiative, and creative personality
- Full-Time position available
- Start work Immediately

Only qualified candidates will be contacted. Please send complete application and most recent photograph by post to: PT. Indo Mitra Pratama Ruko Gading Bukit Indah Blok RA No. 30, Jl. Bukit Gading Raya Kelapa Gading, Jakarta 14240 OR by Email [indomitra@gmail.com](mailto:indomitra@gmail.com) Please specify your application by putting the Code on the subject.

Level :

Experience(s) : 1 year

Salary : Not Specified / Negotiable

Location : DKI Jakarta

Ruko Gading Bukit Indah Blok RA No. 30, Jl. Bukit Gading Raya Kelapa Gading, Jakarta 14240

source: <http://indonesia.jobvacancymu.com/careers/junior-secretary-js-indo-mitra-pratama-pt.html>

**TODAY' S QUOTE**  
**cooperation!!!!**



## LET'S DO MORE

*Task 15. Do a role-play with your partner using the expressions of giving & asking for opinions, agreeing & disagreeing, and giving suggestion. Pretend that your partner feels bored with his/her new job and is going to apply for another job. As a friend, you are trying to share your opinion and give suggestions to him/her.*

*Task 16. Find a job vacancy from a newspaper. Pretend that you are going to apply for the position that is offered in the job vacancy. After that, write the application letter in a piece of paper. Do it individually.*

## REFLECTION

*How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.*

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for opinions			
Giving opinions			
Agreeing			
Disagreeing			
Giving suggestions			
Describing one's activity			
Writing an application letter			

## VOCABULARY LIST

English	Indonesian
Account /ə'kaʊnt/ (v)	Laporan
Advance /əd'vɑːns/ (v)	Memajukan
Apply /ə'plai/ (v)	Melamar
Chance /tʃɑːns/ (n)	Kesempatan
Clerk /klɑːk/ (n)	Pegawai tata usaha
Duties /'djuːtiz/ (n)	Tugas-tugas
Involve /ɪn'vɒlv/ (v)	Meliputi
Opportunity /,ɒp.ə'tjuːnə.ti/ (n)	Kesempatan
Qualified (adj)	Memenuhi syarat
Responsibility /rɪ'spɒnt.sɪ'bɪl.ɪ.ti/ (n)	Tanggung jawab
Treat /tri:t/ (v)	Memperlakukan

enclosed

Mr. Sigit : There is a job position offered in my office. **I suggest that you apply for this job?**

Rani : Really? Please tell me further information about the job.

Mr. Sigit : Right... The position is for a junior clerk, which would involve working in administrative duties. They include handling documents and holding responsibility for any particular account payable.

Rani : I am interested in it. But.. **Do you think I am qualified for this position?**

Mr. Sigit : Oh come on. You have already had some experience in handling documents when helping your brother's business. You've also had two weeks school work experience in the accounts payable department, right?

Rani : Yes. But I am not sure. Uhm..

Mr. Sigit : Listen. My office needs someone experienced like you. **You should apply for this job.** It is a big opportunity for you.

Rani : Hmm.. **You are right.** Okay, I will try. **And I think** I'm pretty good at English as well. I hope it will help.

Mr. Sigit : **That's for sure.** Well, you should write the application letter soon. Send it to my office, not later than 27<sup>th</sup> March.

Rani : Okay. Thank you very much for your information and suggestion.

adapted from [http://www.jobseekersworkshop.com/applications/phone\\_samples.html](http://www.jobseekersworkshop.com/applications/phone_samples.html)

## TURN OFF THE PRINTER.

2

In your office later you will work using some office machines. Do you think you can operate them? Well, in this unit you will deal with some instructions in operating those office machines. Be ready to help your partner to operate the machines by giving her/him clear instructions. Let's go.

### LET'S GET STARTED

**Task 1.** Can you mention the names of the office machines below? Do you know how to operate them? Discuss these questions with your classmates.



Picture 1.1 :copierfaxmachine.net



Picture 1.2 :am0nr4.blogspot.com



Picture 1.3 :shutterstock.com



Picture 1.4 :sumberlor.blogspot.com

# LET'S LISTEN AND SPEAK

**Task 2.** You are going to listen to a monologue. Listen to it carefully and state whether the statements in the column below are true (T) or false (F). Do it on your own. The listening script is in the appendix.

English	Indonesian
Hooked up /hʊkt. ʌp / (adj)	Terhubung
Properly /'prɒp. ə l.i/ (adv)	Dengan benar



Picture 3.1

No	Statements	T	F
1	The monologue is about fixing a paper jam on a printer.		
2	Using a printer is not difficult		
3	The first thing we do is making sure that the printer is hooked up properly.		
4	We can choose how we want the page look in the "file" menu.		
5	Finally, just click on the printer icon on the toolbar.		

**Task 3.** Study the dialogue below and answer the questions. Do it in pairs.

English	Indonesian
Jam /dʒæm/ (adj)	Macet
Fix /fiks/ (v)	Membenarkan
Trays /treɪ/ (n)	Tempat
Path /pɑːθ/ (n)	Jalan
Tear /teə r/ (v)	Robek
Force /fɔːs/ (v)	Memaksa

- Rene : Robb, come here please.  
 Robb : Okay. Uhm, what's wrong?  
 Rene : It's the paper jam. I don't know what to do.  
 Robb : Should I fix it?  
 Rene : Just give me some instructions, please.  
 I want to learn how to fix it.  
 Robb : Okay. Turn off the printer first.  
 Rene : Hmm, then?  
 Robb : Remove any paper trays.  
 Rene : Uhhh.. Okay. After that?



Picture 4.1

- Robb : Open the doors that give access to the printer's paper path.  
 Rene : Oh, look! It's a piece of jammed paper here.  
 Robb : Well, now remove it by holding it with both hands. Keep the paper from tearing.  
 Rene : Oh no! The paper tears. What should I do?  
 Robb : Calm down. Try rotating the roller gears manually to free the paper. Don't force anything, though.  
 Rene : Okay. Okay, I will.  
 Robb : Yes, that's good. Now, close any doors you opened and turn the printer back on.  
 Rene : Sure. Thank you Robb. You helped me a lot.  
 Robb : You are welcome.

adapted from How to Clear a Printer Paper Jam | eHow.com

### Questions:

1. What is Rene's problem?
2. How does Robb help Rene?
3. Can you mention the steps to fix the problem?
4. Does Rene do everything Robb asks to do?
5. Is the problem finally fixed?

### Task 4. Study the explanation below on your own.

Asking for instructions	Giving instructions
What is the first step?	First, ...
How do I . . . ?	Then, ...
What is the best way to . . . ?	The first thing you do is . . . .
How do I go about it?	The next step is to . . .
What is the next step?	Click the button.
What should I do then?	Turn off the printer.

In responding the instruction, you can use the following expressions:

Instructions	Responses
Remove any paper trays.	Okay.
Turn off the printer first.	I will.
Put the typewriter over there.	Sure.
Print the letter.	Sure, I will do that.

### Task 5. Complete the dialogues with the suitable expression from the box. Work individually.

1. Desi : Good morning Siwi. Can you help me?  
 Siwi : What can I do for you?

Desi : \_\_\_\_\_. I guess there is something wrong with the fax machine.  
Siwi : Not a matter.

2. Putri : Kasih, \_\_\_\_\_ next  
to you please.

Kasih : Okay. Here is the calculator.

Putri : Thank you.

Kasih : You're welcome.

3. Sigit : Hoho, \_\_\_\_\_.

Hoho : No problem.

Sigit : Should I put it in this drawer?

Hoho : Yes. Thank you.

Sigit : You're welcome.

4. Anang : This office is so hot.

Andi : Yes, I feel so.

Anang : \_\_\_\_\_, please.

Andi : I will.

Anang : Thank you.

5. Adi : Amir, \_\_\_\_\_. I'll print this letter.

Amir : Sure.

Adi : Thank you very much.

Amir : You're welcome.

### Which expression is suitable?

Give me the calculator,

Turn on the printer, please.

Fix the fax, please.

Turn on the fan,

Put the paper clip into the  
drawer.

**Task 6. Work in pairs. Make a dialogue based on one of the situations below. You may browse in the internet to find some information related to the situation.**

### Situations:

1. There's a problem with the copier machine. Ask your friend to fix it.
2. You want to print a proposal. Ask your friend to turn on the printer and print it for you.
3. Your friend does not know how to turn on the laminating machine. Help him/her to turn it on.

### TODAY' S QUOTE

"I am brave, but I take a view. It is an educated view. I am careful. I am not reckless." Philip Green

## LET'S READ AND WRITE

*Task 7. Read the text below carefully and answer the questions that follow. Do it with your partner.*

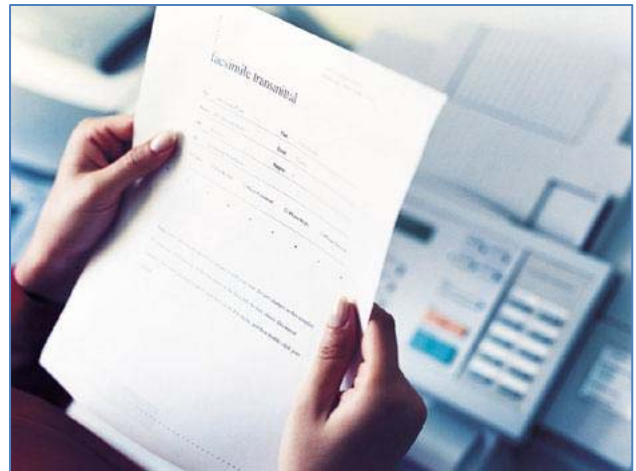
English	Indonesian
Obtain /əb'teɪn/ (v)	Dapatkan
Recipient /rɪ'sɪp.i.ənt/ (n)	Penerima
Lay /leɪ/ (v)	Letakkan
Gather /'gæð.ə r/ (v)	Kumpulkan

### Sending a Fax

Even though traditional fax machines are fast being replaced by e-mail and Internet fax services, it's still important to know how to use **this** machine. Here are some basic instructions for sending and receiving a fax.

Things you'll need:

a fax machine, and files/documents



Picture 8.1

1. First, make sure the fax machine is plugged into a power source.
2. Then, turn the fax machine on.
3. After that, obtain the fax number of the destination fax machine.
4. Next, gather the documents you want to send and put them in the order you want them to be received.
5. Fill out a separate piece of paper called a coversheet with the following information:
  - recipient's name
  - recipient's fax number/phone number
  - your name
  - your phone number
  - a short message intended for the recipient similar to the subject line of an e-mail
  - number of pages (including coversheet)
6. Lay the documents face-up in the fax machine feeder tray with the coversheet on top
7. Dial the recipient's fax number

8. Finally, press the "fax" or "send" button.

Now the fax machine will scan each of the document pages into its memory. After all of the pages have been scanned, you'll hear a series of fax tones. Some fax machines will also print out a short confirmation report.

adapted from <http://communication.howstuffworks.com/fax-machine4.htm>

### Questions:

1. What do we need to send and receive a fax?
2. What does the word "this" in Line 3 refer to?
3. Where do we write the recipient's identity?
4. How do we lay the documents in the fax machine?
5. What will happen after all of pages have been scanned?

**Task 8. Study the explanation below in groups of 4-6 students.**

#### Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to scan a document. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structure of a procedural text is:

- Aim
- Materials (equipment, ingredients)
- Steps

#### The imperative

Imperatives are verbs used to give orders, commands, warning or instructions, and to make a request. To make the imperative, use the infinitive of the verb without "to"

For example: "Turn the fax machine on".

To make a negative imperative, put "do not" or "don't" before the verb:

For example: "Don't press the button."

(+)	V1 + O
(-)	do not/ don't + V1 + O

In the procedure text, we use transitional markers between the steps. It is to make the steps cohesive. Some of the transitional markers are:

First, ...	Next, ...	After that, ..
And then ...	Lastly, ...	Finally, ...



See the example of a procedural text below:

How to Use Copier	} goal
Things You'll Need: <ul style="list-style-type: none"> <li>• A working photocopier</li> <li>• Copier paper loaded in the photocopier</li> <li>• A document or other item to be copied</li> </ul>	} equipments
Steps: <ul style="list-style-type: none"> <li>• First, turn on the photocopier.</li> <li>• Next, allow the photocopier to warm up.</li> <li>• After that, place your document on the glass platen.</li> <li>• Select the number of copies to be made.</li> <li>• Select color or black and white if the photocopier is a color copier.</li> <li>• Select the appropriate size paper on the control panel.</li> <li>• And then, reduce or enlarge the original image, if necessary.</li> <li>• Set other image editing features or functions on the photocopier, if necessary.</li> <li>• Lastly, press the "Copy" button. The "Copy" button is usually the largest button on the control panel. It may also be labeled "Start." Often the button will be green, or have green markings. Your copies will be produced.</li> </ul>	} steps

[http://www.ehow.com/how\\_4473321\\_use-photocopier.html](http://www.ehow.com/how_4473321_use-photocopier.html)

**Task 9. Read the steps in fixing a paper jam below. There are twelve imperatives and four transitional markers used. Find them on your own.**

First, turn off the printer. After that, remove any paper trays. Inspect them for wrinkled or damaged paper. Next, open any other doors that give access to the printer's paper path and to the toner or ink cartridge. If necessary, remove the toner or ink cartridge. Place it in a bag or away from light to avoid damaging it. If you find a piece of jammed paper, remove it by holding it with both hands and pulling firmly. If several pieces are jammed together, try pulling out the middle piece first to loosen the jam. If the paper does tear, try rotating the roller gears manually to free the paper. Don't force anything, though. After that, replace the toner or ink cartridge and paper trays, close any doors you opened and turn the printer back on.

**Task 10. Arrange these jumbled steps into a good procedural text. Work in groups of 4-6 students.**

English	Indonesian
Adjust /ə'dʒʌst/ (v)	Ubah
Desired /dɪ'zaɪəd/ (adj)	Yang diinginkan
Surface /'sɜːfɪs/ (n)	Permukaan
Ensure /ɪn'ʃʊːr/ (v)	Memastikan

- Next, select the number of copies you want to make. Adjust color settings to achieve the desired result.
- Things you'll need:
  - Color copy machine
  - Copy paper
  - Color ink cartridges
- After adjusting the color setting, press 'copy' or 'print' depending on the model of copy machine.
- How to Use a Color Copy Machine
- First, place the document you want to copy face down on the glass surface of the copy machine.
- Lastly, check each copy to ensure that all pages are legible.
- After placing the document, make a test copy to determine if there is enough ink to produce good copies.



Picture 11.1

**Task 11. Choose one of the titles below. Then, make the procedural text based on the title you choose. You may browse in the internet to find the information related to your title.**

### **Titles:**

- How to Scan a Document.
- How to Print a Document from a Computer.
- How to Add Papers in a Copier

### **TODAY' S QUOTE**

“So I had to be careful. I recognized the responsibility that, whether I liked it or not, I had to accept whatever the obligation was. That was to behave in a manner, to carry myself in such a professional way, as if there ever is a reflection, it's a positive one.” ~Sidney Poitier~

## LET'S DO MORE

**Task 12.** Do a role-play with your partner. Pretend that you have a problem with your fax machine and you ask your friend how to fix it. Your friend gives you some clear instructions and you follow them carefully.

**Task 13.** Do you have a kind of office machine in your home? Tell us how to operate that machine. Write it in a good procedural text. Work on your own.

## REFLECTION

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for instructions			
Giving instructions			
Understanding imperative sentence.			
Using transitional markers.			
Writing a procedural text.			

## VOCABULARY LIST

English	Indonesian
adjust /ə'dʒʌst/ (v)	ubah
desired /dɪ'zaɪəd/ (adj)	yang diinginkan
ensure /ɪn'ʃʊːr / (v)	Memastikan
fix /fɪks/ (v)	membenarkan
force /fɔːs/ (v)	memaksa
gather /'gæð.ə r / (v)	kumpulkan
hooked up /hʊkt. ʌp / (adj)	terhubung
jam /dʒæm/ (adj)	macet
lay /leɪ/ (v)	letakkan
obtain /əb'teɪn/ (v)	dapatkan
path /pɑːθ/ (n)	jalan
properly /'prɒp. ə l.i/ (adv)	dengan benar
recipient /rɪ'sɪp.i.ənt/ (n)	penerima
surface /'sɜːfɪs/ (n)	permukaan
tear /teə r / (v)	robek
trays /treɪ/ (n)	Tempat

**The listening transcript of Task 2.**

Using a printer is easy to do. Do you know how? Let's check the instructions out.

First, make sure that your printer is hooked up properly before using it. Something might come up on the computer telling you that the printer is on and working properly.

After that, open up a file you need to print. When you are ready to print, click on "File" and "Print Setup" button. You can choose how you want your page to look, and make sure the right printer is installed. If your page is set up the way you like it, you can just click on the printer icon on the tool bar.

adapted from [http://www.ehow.com/how\\_2363889\\_use-printer.html](http://www.ehow.com/how_2363889_use-printer.html)

**Picture Sources****Task 1**

- Picture 1.1 : copierfaxmachine.net
- Picture 1.2 : am0nr4.blogspot.com
- Picture 1.3 : shutterstock.com
- Picture 1.4 : sumberlor.blogspot.com

**Task 3**

- Picture 3.1 : its-berry.com
- Picture 4.1 : cartridgeworldnewmarket.ca

**Task 8**

- Picture 8.1 : howstuffworks.com

**Task 11**

- Picture 11.1 : [www.heirloomsbydesign.com](http://www.heirloomsbydesign.com)

## 3

**THE MEETING ROOM IS ON THE FOURTH FLOOR.**

As an office administrator you will deal with many meetings in your office. Your boss may leave a memo that requires you to arrange a meeting. In preparing and conducting a meeting, there are many things should be considered. Moreover, as an office administrator you have to be helpful when there is a new officer who gets lost on his way to the meeting room. Are you ready with those situations? Well, let's learn about them in this Unit 3. At the end of this unit you are expected to be able to ask and give directions in an office, write a memo, and make a

**A LET'S GET STARTED**

**Task 1.** *The picture below illustrates some office staffs who are having a meeting in the meeting room. Look at the picture and answer the following questions with your partner.*



Picture 1.1 <http://t1.gstatic.com/>

**Questions**

1. What are they possibly talking about?
2. What should you prepare to conduct such a meeting?
3. Can you write a memo asking the office staffs to attend a meeting?
4. What if a new staff gets lost on her way to the meeting room? Could you direct her?

# B LET'S LISTEN AND SPEAK

**Task 2. Listen to the dialogue carefully. After that, answer the questions by choosing the correct option. Do it on your own.**

English	Indonesian
Downstairs /ˌdaʊn'steəz/ (adv)	Ke lantai bawah
Floor /floːr/ (n)	Lantai



Picture 2.1 www.istockphoto.com

- What is the dialogue about?
  - a woman who looks for a room
  - a woman who wants to go out of the room
  - a man who looks for a room
  - a man who wants to go out of the room
- What room is being talked about?
  - meeting room
  - manager's office
  - secretary's office
  - hall
- What is the first direction to go to the room?
  - go upstairs
  - walk down the stairs
  - turn left
  - turn right
- In what floor is the room?
  - first floor
  - second floor
  - third floor
  - fourth floor
- What is the number of the room?
  - 404
  - 414
  - 405
  - 415

**Task 3. Study the dialogue below. After that, state whether the statements in the column that follows are true (T) or false (F). Do it in pairs.**

- New staff : Excuse me. Could you help me?
- Secretary : Yes, please. What can I do for you?
- New staff : I am a new office staff here. After having this meeting, I have to put my paper on the manager's desk. The problem is that I don't know where the manager's office is. Could you show me how to get there?
- Secretary : Sure. The manager's office is in the fifth floor upstairs. You can take the lift to get there.
- New staff : Where is the lift, please?
- Secretary : Over there in the middle of the hall. Take the lift to the fifth floor and then turn left. It's the second room on the right.



- New staff : Okay. Uhm, what is the number of the room?  
 Secretary : It is 505.  
 New staff : Okay, I got it. Thank you for the direction.  
 Secretary : Never mind. Just ask me if you need some helps.



picture 3.1

No	Statements	T	F
1	The new staff and the secretary are in the meeting room.		
2	The new staff has to climb a steep flight of stairs to the meeting room.		
3	The new staff needs to meet the manager.		
4	The secretary knows part of the building well.		
5	The secretary is willing to help the new staff if she needs more help.		

#### Task 4. Study the explanation below in pairs.

There are some expressions to ask for and give directions:

Asking for directions	Giving directions
Excuse me, can you tell me the way to...?	The office will be on the right side of the
Could you please tell me the way to ...?	Go ahead, and then turn left.
Can you tell me where the...is?	Go down stairs. It's on the second floor.
How can I get to ...?	You will see it on the/your right.
Could you tell me which stop to get off at?	It's next to ... across from ... opposite ... beside ... between (two things)

Excuse me, where is ...?

English	Indonesian	English	Indonesian
turn left	belok kiri	go up stairs	naik ke lantai atas
turn right	belok kanan	next to	bersebelahan dengan
go ahead	lurus	between	di antara
go straight	lurus	beside	di samping
go down stairs	turun ke lantai bawah	across	berseberangan

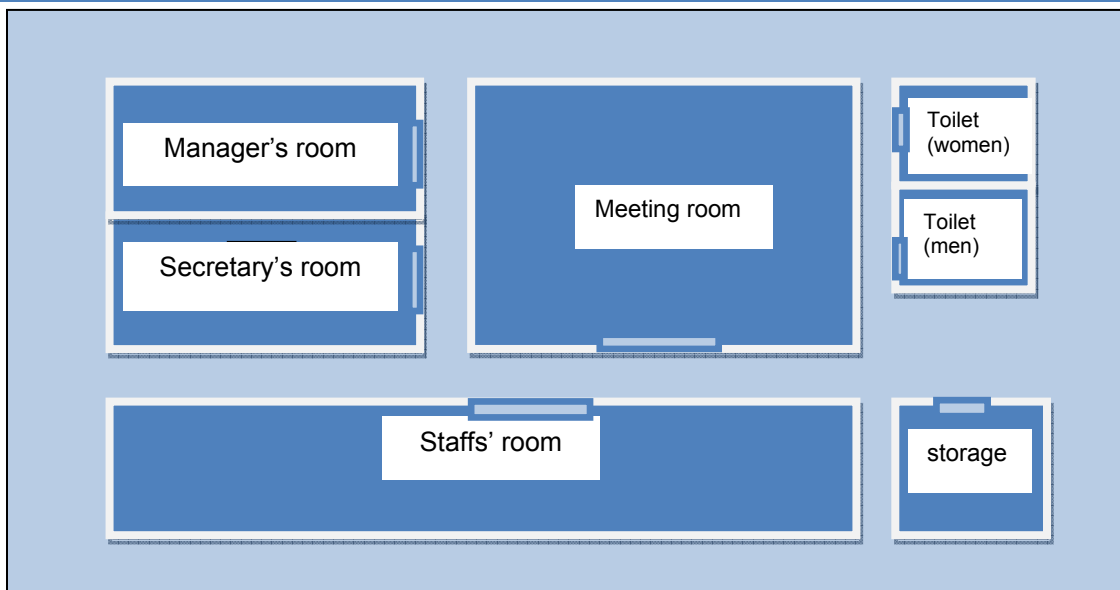
#### Task 5. Complete the dialogues below with the right expressions. Do it individually.

- Sitta : Where should I put the document?  
 Rini : Put it on the manager's desk, please.  
 Sitta : \_\_\_\_\_ (asking for directions)  
 Rini : Oh. It is on the corner of this room. Go ahead, and it is on your left.  
 Sitta : I see. Thank you.
- Alif : How can I get to the conference room?

Ifi : \_\_\_\_\_ (giving directions)  
 Alif : Okay. Should I use the lift?  
 Ifi : I don't think so. It is only one stair above.  
 Alif : Okay, thanks.

3. Anet : \_\_\_\_\_ (asking for directions)  
 Rudi : Sure. It's on the second floor. Just go down stairs.  
 Anet : Is it next to the meeting room?  
 Rudi : Yes. There is a sign on the door saying "Manager's Office".  
 Anet : Oh, okay. The sign will help me.  
 Rudi : Sure.
4. Sasa : Can I have the meeting report?  
 Rendi : Yes, I have the file on my desk.  
 Sasa : Where is your desk?  
 Rendi : \_\_\_\_\_ (giving directions)  
 Sasa : Next to Siska's desk, right? Okay, thank you.  
 Rendi : You're welcome.
5. Anton : Is Mrs. Allice in her room?  
 Rido : No, she is having a meeting with her clients.  
 Anton : \_\_\_\_\_ (asking for directions)  
 Rido : Just go upstairs to the third floor. It is the second room on your right.  
 Anton : Hmm. Okay, thank you.  
 Rido : You're welcome

**Task 6. Look at the map and make a dialogue based on one of the situations. Work in pairs.**





**Situations:**

1. You are in the storage. You want to attend a meeting in the meeting room.
2. You are having a meeting. You want to go to the toilet.
3. You are in the secretary's room. You want to submit your paper in the meeting room.

**Example:**

Situation: You are in the meeting room. You want to meet the secretary.

Dialogue:

- A : Excuse me, could you tell me where the secretary's room is?  
 B : Sure. Just go out of this meeting room and turn right. You will see a room in your right. That's the secretary's room.  
 A : Okay. Thank you very much.

**TODAY' S QUOTE**

"I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time" . ~Charles Dickens~

# LET'S READ AND WRITE

*Task 7. Read the following text carefully and answer the questions. Do it in pairs.*

English	Indonesian
Responsibility /rɪspɒn t .sɪbɪl.ɪ.ti/ (n)	Tugas
Crucial /kru.ʃ ə l/ (adj)	Sangat berperan
Notice /nəʊ.tɪs/ (n)	Pemberitahuan
Minutes /mɪn.ɪts/ (n)	Notulen

**Secretary's Responsibilities at a Meeting**

Meetings are arranged so that people can get together to discuss relevant information on a particular business. To make the meetings run smoothly, a secretary should possess effective verbal and written communication skills, as well as a reasonable understanding of the issues being discussed in the meeting. The role of the secretary is to record the main discussions and decisions and will not be expected to participate unless requested otherwise by the chairperson. The secretary should perform the following responsibilities:

**Before the meeting**

- Send out notices of meetings well in advance.
- Request and include additional items of the agenda in liaison with the chairperson.

- Send copies of the agenda with any supporting documentation to all members of the meeting.
- Organize the logistical arrangements (meeting venue, refreshments, meals, flip chart stand, over head projector, transport, accommodation, etc).

#### During the meeting

- The secretary does not participate in the discussions of the meeting. She/he may however be requested to summarize the discussions.
- Write up important discussions and decisions taken.

#### After the meeting

- Write up the minutes as soon as possible after the meeting.
- Ask the chairperson to approve the minutes before **they** are circulated to all the members.
- Remind people of any follow up activity if requested.
- Prepare and plan for the next meeting.

(Adapted from *Office Administration Course Introduction*)

#### Questions

1. What is the secretary's role in a meeting?
2. Should the secretary participate in the discussion of the meeting?
3. What should be considered in the logical arrangements? Mention them in a list.
4. When does the secretary write up the minutes of the meeting?
5. What does the bold word 'they' in the secretary's responsibility after the meeting refer to?

**Task 8. Study the following explanation with your partner.**

#### ❖ Passive Voice

In the previous text you have found the following passive voice:

"Meetings **are arranged** so that people can get together to discuss relevant information on a particular business".

In Indonesian we know the passive voice as *kalimat pasif*. It is a way of structuring a sentence so that the grammatical subject is the person or thing which experiences the effect of an action, rather than the person or thing which causes the effect.

The structure of the passive voice is very simple:

Subject + Auxiliary Verb (be) + Main Verb (Past Participle)

or S + BE + V3

Look at these examples:

SUBJECT	BE	V3	
The meeting	was	opened	by Mr. Husni this morning.
<b>The secretary</b>	is not	asked	to participate in the discussion.
The copies of the agenda	were	sent	to all members of the meeting yesterday.
The staffs	are	asked	to attend the meeting at 11.

- The main verb is always in its past participle form.
- The auxiliary verb (be) should be appropriate for the tense (concord of tenses).

**Task 9. Complete the following passive voice sentences in the tenses suggested. Do it individually.**

1. An LCD projector (use) in the meeting today. (Past)
2. So much time (spend) in meetings. (Present)
3. When meetings (not organize) thoroughly, employees do waste their time. (Present)
4. The meeting (schedule) for March 12 at 11. (Present)
5. The meeting agenda (print) this morning by the secretary. (Past)
6. The staffs (not invite) to be ready for the next meeting. (Past)
7. The minutes of meeting often (set) up in a similar way to the agenda. (Present)
8. The minutes of the meeting (write) up briefly and accurately. (Present)

**Task 10. Put the following sentences into the passive voice. Do it individually.**

1. The secretary writes the agenda of the meeting.  
Answer : \_\_\_\_\_
2. All of the staffs attended the meeting yesterday.  
Answer : \_\_\_\_\_
3. The chairperson does not write the minutes of the meeting.  
Answer : \_\_\_\_\_
4. The secretary organizes three meetings every week.  
Answer : \_\_\_\_\_
5. The manager asks the secretary to prepare the meeting for tomorrow.  
Answer : \_\_\_\_\_
6. The chairperson did not allow the members who were late to join the meeting.  
Answer : \_\_\_\_\_

**Task 11. Read the following memo and answer the following questions. Compare your answer with your partner.**

English	Indonesian
Minutes /mɪn.ɪts/ (n)	Notulen
Attendee /ə.tendi/ (n)	Peserta
Venue /ven.ju/ (n)	Tempat

#### MEMO

To : Secretary  
 From : Office Manager  
 Date : March 5, 2011  
 Subject : Pack for the client

We will have a meeting with our clients on March 28, 2011 at the conference room. Please prepare a pack for the client to take with her/him to the meeting. The pack should include the following items:

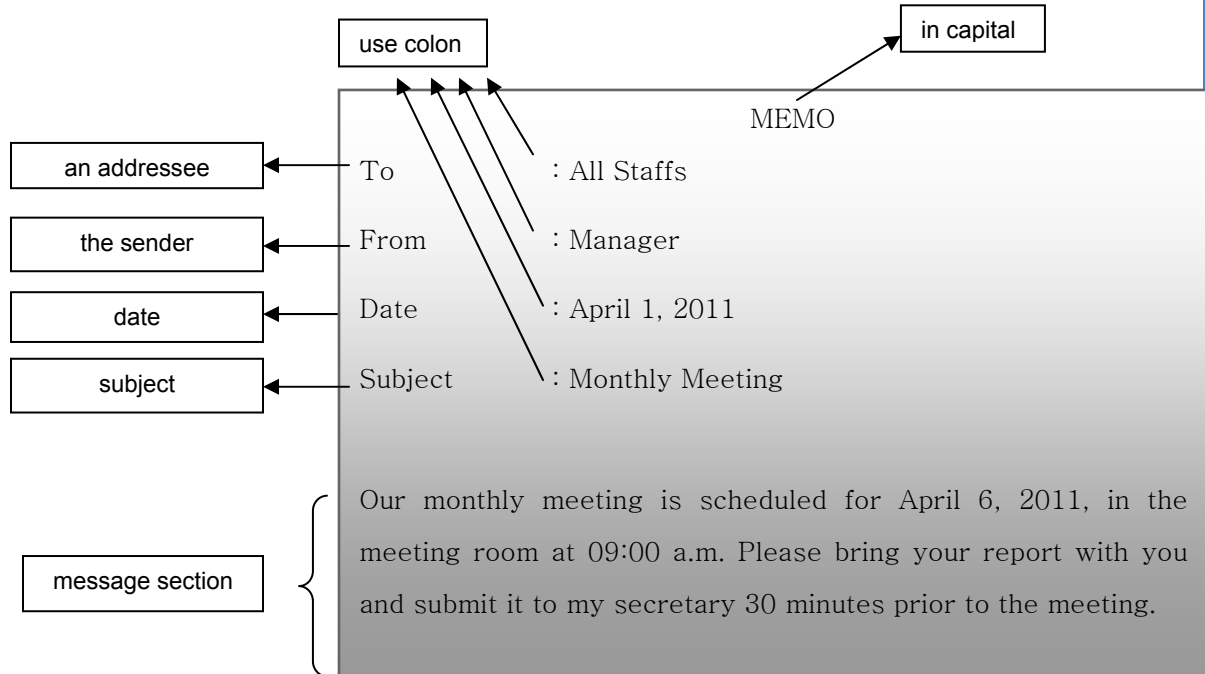
- Agenda for the meeting
- All supporting documentations
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

#### Questions

1. Who writes the memo?
2. Who is the recipient?
3. What does the sender ask the recipient to do?
4. Where will the meetings be held?
5. Does the client prepare their own pack?
6. Would the secretary receive the pack?
7. What does the word 'we' in the first sentence refer to?
8. What should be included in the pack for the client? List them.

**Task 12. Study the following explanation with your partner.****❖ MEMO**

A memo is a hard-copy (sent on paper) document that is used for communicating inside an organization. It is usually short and structured similarly.

**❖ LIST**

List is a number of names of person, places, items, things, stuffs, etc (in written/ printed). It also can be a number of outline activities. Use colon (:) after a complete sentence to introduce a list of items when introductory words such as namely, for example, or that is do not appear.

**Examples:**

Please pack the following items for the clients:

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Items for Clients**

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Task 13. Below are three wrong memos. Find the mistakes and rewrite the memos correctly. Do it in groups of 4-6 students.**

1.

## MEMO

From : Office Manager  
 To : General Manager  
 Subject : Room change for next meeting  
 Date : 6 Jul 2010

The meeting on Saturday, 6 August has been changed to Room 101

2.

## MEMO

to : secretary  
 from : office manager  
 date : February 3, 2011  
 subject : content of minutes

The minutes of today's meeting are not brief and clear. For the next meetings, please write the minutes with the following contents =

- List of date and venue
- Record of the participants who were present and absent
- Reflection of who facilitated or chaired the meeting
- Indication if the minutes of the previous meeting were approved
- Record of the main points and decisions taken for all the items

3.

## memo

To = All Staffs  
 From = Human Resources Director  
 Subject = Company Holidays  
 Date = May 12, 2011

The Sinar Corporation will be closed on the following official holidays. Please make any arrangements for emergency meetings to be covered while you are enjoying your holiday.

Official Sinar Company Holidays:

- January 1 New Year's Day
- August 17 Independence Day
- August 30 & 31 Ied Day
- September 1 Labor Day
- December 25 Christmas Day

**Task 14.** Now, write a memo based on one of the situations below. Work on your own.

### Situation 1

The office manager reminds the secretary to organize the logistical arrangements which include meeting venue, meals, flip chart stand, over head projector, transport, and accommodation. (Write the logistical arrangements in a list)

MEMO	
To	:
From	:
Date	:
Subject	:

### Situation 2

The secretary informs the staff that the meeting today is canceled because the chairperson could not come.

MEMO	
To	:
From	:
Date	:
Subject	:

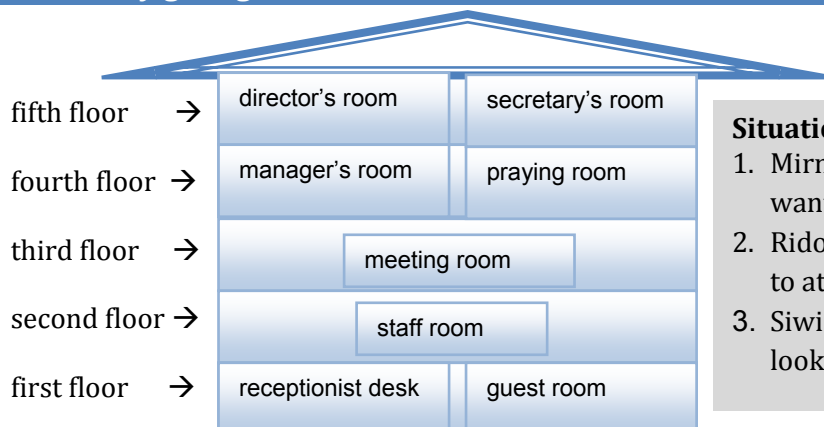
### TODAY' S QUOTE

"Punctuality is the soul of business."

~Thomas Chandler Haliburton~

## LET'S DO MORE

**Task 15.** Look at the map below. Please help some new officers to find the meeting room by giving them directions.



### Situations

1. Mirna is in the secretary's room. She wants to go to the meeting room.
2. Rido is in the staff room. He is going to attend a meeting.
3. Siwi is in the manager's room. She is looking for the meeting room.

**Task 16.** Pretend that you are a secretary who is organizing a meeting. Ask all staffs (via memo) not to come late because the meeting will be attended by five managers of big companies. Don't forget to list the five managers.

## E REFLECTION

**E** How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for directions			
Giving directions			
Constructing passive sentences			
Making a list			
Writing a memo			

## F VOCABULARY LIST

English	Indonesian
Attendee /ə.tendi/ (n)	Peserta
Crucial /kru.ʃ ə l/ (adj)	Sangat berperan
doorway /'dɔː.weɪ/ (n)	pintu masuk
downstairs /ˌdaʊn'steəz/ (adv)	ke lantai bawah
floor /flɔːr / (n)	lantai
intend /ɪn'tend/ (v)	bermaksud
Minutes /mɪn.ɪts/ (n)	Notulen
Minutes /mɪn.ɪts/ (n)	Notulen
Notice /nəʊ.tɪs/ (n)	Pemberitahuan
Responsibility /rɪspɒn t .sɪbɪl.ɪ.ti/ (n)	Tugas
threatening /'θret. ə n.ɪŋ/ (adj)	mengancam
Venue /ven.ju/ (n)	Tempat



**The listening transcript of Task 2**

- Man : Excuse me, I am a new staff here. Could you tell me where the meeting room is?
- Woman : Oh, it is not on this floor. The meeting room is on the fourth floor. You can just walk down the stairs there.
- Man : Would you please tell me how I can find the room? I should attend a meeting at 11.
- Woman : Sure. Go down the stairs to the fourth floor and turn left. At the end of the corridor you should turn left again.
- Man : Left and left again?
- Woman : Yes. The meeting room is on your right.
- Man : What is the number of the room?
- Woman : Ummm.. It's Room 414.
- Man : Okay. Thank you very much.

**Picture sources****Task 1**

Picture 1.1 : denyrendra.net

**Task 2**

Picture 2.1 : www.istockphoto.com

**Task 3**

Picture 3.1 : t1.ftcdn.net

**Task 8**

Picture 8.1 : www.womenssnowboarding.org

**Task 9**

Picture 9.1 : 1.bp.blogspot.com

**SECOND DRAFT**

## YOU SHOULD APPLY FOR THIS JOB.

After graduating from your study you will apply for a clerical job, won't you? You will deal with some job vacancies and of course you will write an application letter then. Do you know how to write an application letter for a clerical job? We will learn about it in this unit.

Someday your friend may have a difficulty to find a job. As a friend, do you know how to give a good suggestion for him/her? Do you know how to express your opinion, your agreement, and your disagreement? Well, we will also learn about those expressions in this unit. Get ready? Go!

### LET'S GET STARTED

**Task 1.** *Have a look at the pictures below. What do you think they are doing? What are their jobs? What qualifications do they have? Do you think you can handle jobs like them? Discuss these questions in groups of 4-6 students.*



picture 1.1



picture 1.2



picture 1.3



picture 1.4

# LET'S LISTEN AND SPEAK

**Task 2. You are going to listen to a dialogue about a job application. Listen to it carefully and answer the questions. Do it individually.**

English	Indonesian
apply /ə'plaɪ/ (v)	melamar
opportunity /,ɒp.ə'tjuː.nə.ti/ (n)	kesempatan
clerk /klɑːk/ (n)	pegawai tata usaha
duties /'djuː.tiz/ (n)	tugas-tugas
responsibility /rɪ'spɒnt.sɪ'bɪl.ɪ.ti/ (n)	tanggung jawab
account /ə'kaʊnt/ (n)	laporan
involve /ɪn'vɒlv/ (v)	meliputi
qualified (adj)	memenuhi syarat

## Questions:

1. What job is offered in the office?
2. What administrative duties will be involved in the position?
3. Does Mr. Sigit (the man) think that Rani (the woman) is qualified for the position?
4. When did Rani learn about handling documents?
5. What does Mr. Sigit mean by saying "That's for sure" in his last sentence?

**Task 3. Study the dialogue below and answer the questions. Do it in pairs.**

English	Indonesian
treat /tri:t/ (v)	memperlakukan
chance /tʃɑːn s/ (n)	kesempatan
advance /əd'vɑːn s/ (v)	memajukan
attractive /ə'træk.tɪv/ (adj)	menarik
impression /ɪm'preʃ. ə n/ (n)	kesan

- Iwan** : Hi Dina! How are you doing these days?
- Dina** : Oh, Hi Iwan. I'm not doing very well, actually.
- Iwan** : I'm sorry to hear that. What happens?
- Dina** : ... you know I've been looking for work. I couldn't find a new job yet.
- Iwan** : That's too bad. Why did you leave your last job?



picture 3.1

- Dina** : Well, my boss treated me badly, and I didn't like my chances of advancing in the company. **What is your opinion about all of these?**
- Iwan** : That makes sense. **The way I see things is** that a job without opportunities and with a difficult boss isn't very attractive.
- Dina** : **Exactly!** So, anyway, I decided to quit and find a new clerical job. I have sent out my resume to more than twenty companies. Unfortunately, I've only had two interviews so far.
- Iwan** : Have you tried looking for a job online?
- Dina** : Yes, but so many of the jobs require moving to other cities. I don't want to do that.
- Iwan** : I can understand that. **Why don't you go to some of those networking groups?**
- Dina** : I haven't tried those. What are they?
- Iwan** : They're groups of people who are also looking for work. They help each other to discover new opportunities.
- Dina** : That sounds great. I'll definitely try some of those.
- Iwan** : I'm glad to hear that.

adapted from [http://esl.about.com/od/intermediatereading/a/d\\_report.htm](http://esl.about.com/od/intermediatereading/a/d_report.htm)

#### Questions:

1. Why is Dina unhappy?
2. What kind of job does Dina look for?
3. Is Dina interested in working in other cities?
4. After Iwan says, *"The way I see things is that a job without opportunities and with a difficult boss isn't very attractive."* then Dina replies, *"Exactly!"*. What does Dina mean?
5. What does Iwan suggest Dina to do?

#### Task 4. Study the explanation below in groups of 4-6 students.

In the previous dialogue you have found these expressions:

- ✓ What is your opinion about all of these? (asking for opinions)
- ✓ The way I see thing is that a job without opportunities and with a difficult boss isn't very attractive. (giving opinions)
- ✓ Exactly! (agreeing)
- ✓ Why don't you go to some of those networking groups? (giving suggestions)

Below are some expressions you can use to give and ask for opinions, express agreement and disagreement, and give opinions:

<b>Giving opinions</b>	<b>Asking for opinions</b>
In my opinion...	What's your idea?
I think...	How do you feel about that?
	What do you think?

<b>Agreeing</b>	<b>Disagreeing</b>
I agree with you.	I don't think so.
I couldn't agree with you more.	I don't agree with you.
	I'm afraid I disagree.

<b>Giving Suggestions</b>
You should..
I suggest you to...

**Task 5. Complete the following dialogues with the correct expressions. Do it in groups of 4-6 students.**

- Luna : What is your opinion about the new secretary?  
Jojo : \_\_\_\_\_ (giving opinion)
- Rora : I think I am not qualified for this position.  
Janet : \_\_\_\_\_. You have all of the requirements. (disagreeing)
- Riko : \_\_\_\_\_? (asking for opinions)  
Febri : I think your application letter is not bad.
- Yuna : There is a position offered in my uncle's office.  
Yuri : \_\_\_\_\_. (giving suggestion)
- Maria : What do you think about my new job position?  
Koko : \_\_\_\_\_ (giving opinion)
- Nana : The job vacancy really suits your experiences and background of study.  
Natan : \_\_\_\_\_ (agreeing)

**Task 6. Work in pairs. Make a dialogue based on one of the situations below.**

**Situations:**

- There is a job vacancy as an administrative staff in a new company. You ask your friend's opinion about this. Your friend suggests you to write an application letter to apply for the job.
- You are writing an application letter. You are not sure about the format of the letter, so you ask your friend's opinion about it. Your friend thinks that the application letter is good.

**TODAY'S QUOTE**

“Part of your heritage in this society is the opportunity to become financially independent” ~Jim Rohn~

## **C**LET'S READ AND WRITE

*Task 7. Study the job vacancy below and answer the questions. Do it with your partner.*

### **INDONESIA STOCK EXCHANGE**

Indonesia Stock Exchange (IDX) is a self-regulatory organization facilitating the development of capital market in Indonesia. With our vision 'To be a Competitive Stock Exchange with World Class Credibility', we always put a big attention to our human capital. At present we are looking for a qualified person to fill the SECRETARY position.

#### **REQUIREMENTS:**

- Female, 21 - 25 years old
- D3 in Secretary /SI in Business Administration from a reputable university with GPA min 3.00
- Fresh graduated or max. 2 years of experience
- Excellent communication skills (Bahasa Indonesia & English)
- Customer Service Oriented
- Excellent interpersonal skill
- Skillful in MS. Office
- Skillful in administrative duties

If you feel that you are the person we are looking for, please send your comprehensive CV including a photograph (4x6), a copy of your education certificate, and a copy of transcript before 26th of February 2011 by :

email to :  
divisisdm@idx.co.id

or mail to :  
HR Division  
Indonesia Stock Exchange  
IDX Building, Tower I, Lt. 4  
Jend. Sudirman Kav. 52-53  
Jakarta 12190

adapted from <http://2007.loker.web.id/secretary/job-vacancy-as-secretary-indonesia-stock-exchange/>



**Questions:**

1. What requirements should be filled by the applicants?
2. It is mentioned that one of the requirements is D3 in Secretary /SI in Business Administration from a reputable university with GPA min 3.00. What does GPA stand for?
3. What does the word "we" in line 3 refer to?
4. When is the closing date of the job vacancy?
5. Where do the applicants send their application letters?

**Task 8. There are four job vacancies for clerical jobs. Read them carefully and state which position is best for each of the following person. Do it in groups of 4-6.**

**1. Needed:** A full time secretary position is available. Applicants should have at least 2 year experience and be able to type 60 words a minute. No computer skill is required. Apply in person at United Business Ltd., 17 Browning Street.

- Santi Rahmi. Santi is recently retired and is looking for a part time position. She likes to work with people and enjoys public relation work. She would also love to deal with document handling.

The best job for Santi is \_\_\_\_\_

**2.** Are you looking for a part time job? We require 3 part time secretary assistants to work during the evening. No experience is required; applicants should be between 18 and 26. Call 366 - 76564 for more information.

- Handayani. Handayani is 21 years old and would like to have a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Handayani is \_\_\_\_\_

**3. COMPUTER TRAINED SECRETARIES:** DO YOU HAVE ANY EXPERIENCE WORKING WITH COMPUTERS? WOULD YOU LIKE TO HAVE A FULL TIME POSITION WORKING IN AN EXCITING NEW COMPANY? IF YOUR ANSWER IS YES, GIVE US A CALL AT 565-987-7832.

- Yanti Arisma. Yanti was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Yanti is \_\_\_\_\_

**4. Part Time work available:** We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone, giving customer's information, and filing documents. For more information contact us by calling 897-980-7654.

- Doni Rohim. Doni went to a business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Doni is \_\_\_\_\_

adapted from [http://esl.about.com/od/intermediatereadin1/a/apply\\_job\\_2.htm](http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm)



**Task 9. Study the explanation below in groups of 4-6 students.**

### Present Continuous Tense

**“At present we are looking for a qualified person to fill the SECRETARY position.”**

The sentence above uses Present Continuous Tense. Do you know when to use Present Continuous Tense? Let's find them in the explanation below.

1. We use the Present Continuous Tense to talk about activities happening now.
  - What are you doing?
  - She is writing the letter in the room now.
  - They are not listening to the boss.
2. We can also use the Present Continuous Tense to talk about activities happening around now, and not necessarily this very moment.
  - Sally is studying really hard for her interview this week.
  - Whose account are you working on?
  - We are not working hard these days.
3. The Present Continuous Tense is also used to talk about activities happening in the near future, especially for planned future events.
  - Are you doing anything tonight?
  - We are having a meeting this evening.
  - We are not going to the job fair next week.

The adverb of times that are usually used are:

at the moment, now, today, this week, this month, tomorrow, next week (for future arrangements), currently.

interrogative sentence	: (question word) + to be + S + Ving + adv
positive sentence	: S + to be + Ving +adv
negative sentence	: S + to be + not + Ving +adv

The 'to be':

**He / She / It → is**

**I → am**

**They / We / You → are**

**Task 10.** Write three sentences describing what the people below are doing. The first sentence is an interrogative sentence asking what the person(s) doing. The second sentence is a positive sentence based on the first picture of each number. The third sentence is a negative sentence based on the second picture with a cross on it. Do in individually.

1.



Picture 10.1



Picture 10.2

Example:

(?) What is she doing?

(+) She is answering a call from her boss.

(-) She is not holding a pen.

2.



Picture 10.3



Picture 10.4

(?) .....

(+) .....

(-) .....

3



Picture 10.5



Picture 10.6

(?) .....

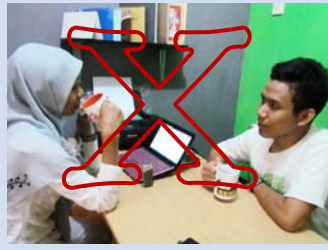
(+) .....

(-) .....

4.



Picture 10.7



Picture 10.8

(?) .....

(+) .....

(-) .....

5.



Picture 10.9



Picture 10.10

(?) .....

(+) .....

(-) .....

**Task 11. Study the application letter below and answer the questions. Do it in pairs.**

Karangmalang B33  
Depok, Sleman  
Yogyakarta, 55281

January 12, 2011

Mr. Hasanudin  
Prima Accounting Firm  
Jl. Wates km 5  
Yogyakarta

Dear Mr. Hasanudin

I am writing to apply for the office staff's position as what is advertised in Harian Kita Magazines on January 10.

I have taken a typing course and can format reports, letters, memos, and tables and key in at a rate of 45 minutes words per minute. Using Microsoft Word, Excel, and Adobe Pagemaker, I can prepare spreadsheets, databases and newsletter. These skills were learned in my Computer Information System classes and during my high school training.

I would appreciate the opportunity to talk to you about this position. I can be reached at 085-229-109-009 any time and any day. I look forward to hearing from you.

Sincerely yours,

Raka Ramos

adapted from <http://officewriting.com/job-application-letter-%E2%80%93-office-clerk/>

**Questions:**

1. To whom is the letter addressed?
2. How does the applicant usually prepare a newsletter?
3. What job does the applicant apply for?
4. Where did the applicant read the job vacancy?
5. Is the applicant ready to be interviewed any time and any day?

**Task 12. Study the explanation below. Learn how to write an application letter. Work in groups of 4-6 students.**

The diagram shows an application letter with several parts labeled by arrows:

- your address:** Jalan Tentara Pelajar 33, Wates, Kulon Progo, Yogyakarta 55655
- the date:** March 25, 2011
- the name and address of who you are writing to:** Ms. Rosemarie Norbe, Personnel Manager, Milestone Company, Ciapus, Bogor
- salutation:** Dear Ms. Norbe
- Paragraph 1:** Why you are writing & where you saw the job. (Text: With reference to your advertisement in *Karir Kita Bulletin* on March 22, I am writing to apply for the position of executive secretary offered by your company.)
- Paragraph 2:** Information about your qualifications and experiences. (Text: I am Rahma Santi, a graduate of Bachelor of Social Science, major in Office Administration at Yogyakarta University, Yogyakarta this March, 28, 2011 as a cum laude.)
- Paragraph 3:** why you believe you are suited to the job and what you can offer the company. (Text: I consider as my assets: my proficiency in both written and spoken English and Indonesian, my computer skills, and my leadership skills which were honed in my capacity as the editor in chief of my school's student publication. I am hardworking, efficient, and highly driven, and I am willing to undergo training to further improve my capabilities. I believe I would be an asset to your company.)
- Paragraph 4:** when you are available for an interview and how to contact you. (Text: I am very much willing to come over for a personal interview with you. I can be reached at 088-909-111-212 at anytime and any day.)
- closing:** Respectfully yours,
- your name:** Rahma Santi

adapted from <http://officewriting.com/application-letter-sample-%E2%80%93-executive-secretary>

**Task 13. Work in pairs. Arrange these jumbled paragraphs into a good application letter. Write the number in the right column. Number 1 has been done for you as the example.**

English	Indonesian
suitability /ˌsɪj uːtəˈbɪl.ɪ.ti/ (n)	kecocokan
reputable /ˈrep.jʊ.tə.bəl/ (adj)	bereputasi
firm /fɜːm/ (n)	perusahaan
adhere /ədˈhɪə r/ (v)	menganut/mematuhi

Part of letter	Number
I would welcome the opportunity to discuss my suitability for the position. I can be contacted during working hours at 085-857-010-111.  Thank you very much.	
March 29, 2010	
I am a Communications graduate of the University of Indonesia with several years of working experience in some of the Indonesia's reputable firms.	
Ms. Winda Salastri The Administrative Officer The Royal Embassy in Jakarta	
On top of these competencies, I adhere to a work ethic and can effectively interact with people across all levels of the organizational structure. I believe I can be an asset to your organization.	
I am writing to apply for the position of Executive Assistant advertised on jobstreet.com.ph on 27 March 2010. This position particularly interests me because it would enable me to make full use of my administrative and organizational skills. I have well-developed written and oral communication skills that can be very useful for the position.	
1234 Ayala Road Jakarta Timur	<b>1</b>
Dear Ms. Salastri	
Sincerely,  Ahmad Fajar	

adapted from <http://officewriting.com/category/application-letter/>

**Task 14. Here is a job vacancy. Write an application letter for this job in a piece of paper. Submit your work to your teacher. Do it on your own.**

### Vacancy

#### JUNIOR SECRETARY (JS) on INDO MITRA PRATAMA, PT

Post Date : 30 Oct 10

#### Qualification

Requirements:

- Min. D3 in Secretary
- Fluent in English both oral and written
- Minimum 1 year of experience in secretarial and administrative work
- Able to operate computer minimum Ms office, excel, & internet
- Capable making filling system & comfortable with numbers
- Mature, initiative, and creative personality

Only qualified candidates will be contacted. Please send a complete application and the most recent photograph by post to: PT. Indo Mitra Pratama Jl. Bukit Gading Raya Kelapa Gading, Jakarta 14240 or by email to indomitra@gmail.com.

adapted from indonesia.jobvacancymu.com

#### TODAY' S QUOTE

“Nature never said to me: Do not be poor; still less did she say: Be rich; her cry to me was always: Be independent.”

## LET'S DO MORE

**Task 15.** Do a role-play with your partner using the expressions of giving & asking for opinions, agreeing & disagreeing, and giving suggestion. Pretend that your partner feels bored with his/her new job and is going to apply for another job. As a friend, you are trying to share your opinion and give suggestions to him/her.

**Task 16.** Find a job vacancy from a newspaper. Pretend that you are going to apply for the position that is offered in the job vacancy. After that, write the application letter in a piece of paper. Do it individually.

## REFLECTION

**E** How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for opinions			
Giving opinions			
Agreeing			
Disagreeing			
Giving suggestions			
Describing one's activity			
Writing an application letter			

## VOCABULARY LIST

English	Indonesian
account /ə'kaʊnt/ (n)	laporan
adhere /əd'hɪə r/ (v)	menganut/mematuhi
advance /əd'vɑ:n t s/ (v)	memajukan
apply /ə'plai/ (v)	melamar
apportunity /ɒp.ə'tju:nə.ti/ (n)	kesempatan
chance /tʃɑ:n t s/ (n)	kesempatan
clerk /klɑ:k/ (n)	pegawai tata usaha
duties /'dju:tiz/ (n)	tugas-tugas
firm /fɜ:m/ (n)	perusahaan
involve /ɪn'vɒlv/ (v)	meliputi
qualified (adj)	memenuhi syarat
reputable /'rep.jʊ.tə.bəl/ (adj)	bereputasi
responsibility /rɪ'spɒnt.sɪ'bɪl.ɪ.ti/ (n)	tanggung jawab
suitability /s.j u:tə'bɪl.ɪ.ti/ (n)	kecocokan
treat /tri:t/ (v)	memperlakukan



**The listening transcript of Task 2.**

- Mr. Sigit : There is a job position offered in my office. **I suggest that you apply for this job.**
- Rani : Really? Please tell me further information about the job.
- Mr. Sigit : Right... The position is for a junior clerk, which would involve working in administrative duties. They include handling documents and holding responsibility for any particular account payable.
- Rani : I am interested in it. But.. **Do you think I am qualified for this position?**
- Mr. Sigit : Oh come on. You have already had some experience in handling documents when helping your brother's business. You've also had two weeks school work experience in the accounts payable department, right?
- Rani : Yes. But I am not sure. Uhm..
- Mr. Sigit : Listen. My office needs someone experienced like you. **You should apply for this job.** It is a big opportunity for you.
- Rani : Hmm.. **You are right.** Okay, I will try. **And I think** I'm pretty good at English as well. I hope it will help.
- Mr. Sigit : **That's for sure.** Well, you should write the application letter soon. Send it to my office, not later than 27<sup>th</sup> March.
- Rani : Okay. Thank you very much for your information and suggestion.
- adapted from [http://www.jobseekersworkshop.com/applications/phone\\_samples.html](http://www.jobseekersworkshop.com/applications/phone_samples.html)

**Picture sources****Task 1**

- Picture 1.1 : shutterstock.com
- Picture 1.2 : -
- Picture 1.3 : solutions.neilsquire.ca
- Picture 1.4 : <http://lca.wisc.edu/~emraffer/Images/098a.jpg>

**Task 3**

- Picture 3.1 : bisnis-jabar.com

**Task 10**

- Picture 10.1 : Hospitality-school.com
- Picture 10.2 : Dreamstime.com
- Picture 10.3 : absolutvision.com
- Picture 10.4 : Shutterstock.com
- Picture 10.5 : istockphoto.com
- Picture 10.6 : users.stlcc.edu
- Picture 10.7 : millicent.blogdetik.com
- Picture 10.8 : saidaonline.com
- Picture 10.9 : bvsd.org
- Picture 10.10 : shutterstock.com



## TURN OFF THE PRINTER.

### 2

In your office later you will work using some office machines. Can you operate them? Well, in this unit you will deal with some instructions in operating those office machines. Be ready to help your partner to operate the machines by giving her/him clear instructions. Let's go.

### LET'S GET STARTED

**Task 1.** Can you mention the names of the office machines below? Do you know how to operate them? Discuss these questions with your classmates.



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

# B LET'S LISTEN AND SPEAK

**Task 2. You are going to listen to a monologue. Listen to it carefully and state whether the statements in the column below are true (T) or false (F). Do it on your own. The listening script is in the appendix.**

English	Indonesian
hooked up /hʊkt. ʌp/ (adj)	terhubung
properly /'prɒp. ə l.i/ (adv)	dengan benar



Picture 3.1

No	Statements	T	F
1	The monologue is about fixing a paper jam on a printer.		
2	Using a printer is not difficult		
3	The first thing we do is making sure that the printer is hooked up properly.		
4	We can choose how we want the page look in the "file" menu.		
5	Finally, just click on the printer icon on the toolbar.		

**Task 3. Study the dialogue below and answer the questions.**

English	Indonesian
jam /dʒæm/ (adj)	macet
fix /fiks/ (v)	membenarkan
trays /treɪ/ (n)	tempat
path /pɑːθ/ (n)	jalan
tear /teə r/ (v)	robek
force /fɔːs/ (v)	memaksa

- Rita : Alif, come here please.  
 Alif : Okay. Uhm, what's wrong?  
 Rita : It's the paper jam. I don't know what to do.  
 Alif : Should I fix it?  
 Rita : Just give me some instructions, please.  
 I want to learn how to fix it.  
 Alif : Okay. Turn off the printer first.  
 Rita : Hmm, then?  
 Alif : Remove any paper trays.  
 Rita : Uhhh.. Okay. After that?



Picture 4.1

- Alif : Open the doors that give access to the printer's paper path.  
 Rita : Oh, look! It's a piece of jammed paper here.  
 Alif : Well, now remove it by holding it with both hands. Keep the paper from tearing.  
 Rita : Oh no! The paper tears. What should I do?  
 Alif : Calm down. Try rotating the roller gears manually to free the paper. Don't force anything, though.  
 Rita : Okay. Okay, I will.  
 Alif : Yes, that's good. Now, close any doors you opened and turn the printer back on.  
 Rita : Sure. Thank you Alif. You helped me a lot.  
 Alif : You are welcome.

adapted from How to Clear a Printer Paper Jam | eHow.com

### Questions:

1. What is Rita's problem?
2. How does Alif help Rita?
3. Can you mention the steps to fix the problem?
4. Does Rita do everything Alif asks to do?
5. Is the problem finally fixed?

### Task 4. Study the explanation below on your own.

Asking for instructions	Giving instructions
What is the first step?	First, ...
How do I . . . ?	Then, ...
What is the best way to . . . ?	The first thing you do is . . . .
How do I go about it?	The next step is to . . .
What is the next step?	Click the button.
What should I do then?	Turn off the printer.

In responding the instruction, you can use the following expressions:

Instructions	Responses
Remove any paper trays.	Okay.
Turn off the printer first.	I will.
Put the typewriter over there.	Sure.
Print the letter.	Sure, I will do that.

**Task 5.** Complete the dialogues with the suitable expression from the box. Work individually.

1. Desi : Good morning Siwi. Can you help me?  
Siwi : What can I do for you?  
Desi : \_\_\_\_\_. I guess there is something wrong with the fax machine.  
Siwi : Not a matter.
2. Putri : Kasih, \_\_\_\_\_ next to you please.  
Kasih : Okay. Here is the calculator.  
Putri : Thank you.  
Kasih : You're welcome.
3. Sigit : Hoho, \_\_\_\_\_.  
Hoho : No problem.  
Sigit : Should I put it in this drawer?  
Hoho : Yes. Thank you.  
Sigit : You're welcome.
4. Anang : This office is so hot.  
Andi : Yes, I feel so.  
Anang : \_\_\_\_\_, please.  
Andi : I will.  
Anang : Thank you.
5. Adi : Amir, \_\_\_\_\_. I'll print this letter.  
Amir : Sure.  
Adi : Thank you very much.  
Amir : You're welcome.

**Which expression is suitable?**

Give me the calculator,

Turn on the printer, please.

Fix the fax, please.

Turn on the fan,

Put the paper clip into the drawer.

**Task 6.** Work in pairs. Make a dialogue based on one of the situations below. You may browse in the internet to find some information related to the situation.

**Situations:**

1. There's a problem with the copier machine. Ask your friend to fix it.
2. You want to print a proposal. Ask your friend to turn on the printer and print it for you.
3. Your friend does not know how to turn on the laminating machine. Help him/her to turn it on.

## TODAY' S QUOTE

"I am brave, but I take a view. It is an educated view. I am careful. I am not reckless." Philip Green

## LET'S READ AND WRITE

**Task 7. Read the text below carefully and answer the questions that follow. Do it with your partner.**

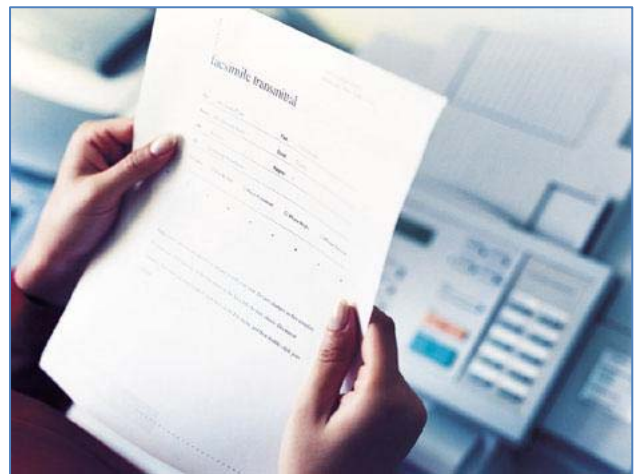
English	Indonesian
obtain /əb'teɪn/ (v)	dapatkan
recipient /rɪ'sɪp.i.ənt/ (n)	penerima
lay /leɪ/ (v)	letakkan
gather /'gæð.ə r/ (v)	kumpulkan

### Sending a Fax

Even though traditional fax machines are fast being replaced by e-mail and Internet fax services, it's still important to know how to use **this** machine. Here are some basic instructions for sending and receiving a fax.

Things you'll need:

a fax machine, and files/documents



Picture 8.1

1. First, make sure the fax machine is plugged into a power source.
2. Then, turn the fax machine on.
3. After that, obtain the fax number of the destination fax machine.
4. Next, gather the documents you want to send and put them in the order you want them to be received.
5. Fill out a separate piece of paper called a coversheet with the following information:
  - recipient's name
  - recipient's fax number/phone number
  - your name
  - your phone number
  - a short message intended for the recipient similar to the subject line of an e-mail
  - number of pages (including coversheet)
6. Lay the documents face-up in the fax machine feeder tray with the coversheet on top
7. Dial the recipient's fax number

8. Finally, press the "fax" or "send" button.

Now the fax machine will scan each of the document pages into its memory. After all of the pages have been scanned, you'll hear a series of fax tones. Some fax machines will also print out a short confirmation report.

adapted from <http://communication.howstuffworks.com/fax-machine4.htm>

### Questions:

1. What do we need to send and receive a fax?
2. What does the word "this" in Line 3 refer to?
3. Where do we write the recipient's identity?
4. How do we lay the documents in the fax machine?
5. What will happen after all of pages have been scanned?

### Task 8. Study the explanation below in groups of 4-6 students.

#### Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to scan a document. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structure of a procedural text is:

- Aim
- Materials (equipment, ingredients)
- Steps

#### The imperative

Imperatives are verbs used to give orders, commands, warning or instructions, and to make a request. To make the imperative, use the infinitive of the verb without "to"

For example: "Turn the fax machine on".

To make a negative imperative, put "do not" or "don't" before the verb:

For example: "Don't press the button."

(+)	V1 + O
(-)	do not/ don't + V1 + O

In the procedure text, we use transitional markers between the steps. It is to make the steps cohesive. Some of the transitional markers are:

First, ...	Next, ....	After that, ..
And then ....	Lastly, ...	Finally, ...

How to Use Copier	} goal
<b>Things You'll Need:</b> <ul style="list-style-type: none"> <li>• A working photocopier</li> <li>• Copier paper loaded in the photocopier</li> <li>• A document or other item to be copied</li> </ul>	} equipments
<b>Steps:</b> <ul style="list-style-type: none"> <li>• First, turn on the photocopier.</li> <li>• Next, allow the photocopier to warm up.</li> <li>• After that, place your document on the glass platen.</li> <li>• Select the number of copies to be made.</li> <li>• Select color or black and white if the photocopier is a color copier.</li> <li>• Select the appropriate size paper on the control panel.</li> <li>• And then, reduce or enlarge the original image, if necessary.</li> <li>• Set other image editing features or functions on the photocopier, if necessary.</li> <li>• Lastly, press the "Copy" button. The "Copy" button is usually the largest button on the control panel. It may also be labeled "Start." Often the button will be green, or have green markings. Your copies will be produced.</li> </ul>	} steps

[http://www.ehow.com/how\\_4473321\\_use-photocopier.html](http://www.ehow.com/how_4473321_use-photocopier.html)

**Task 9. Read the steps in fixing a paper jam below. There are twelve imperatives and four transitional markers used. Find them individually.**

First, turn off the printer. After that, remove any paper trays. Inspect them for wrinkled or damaged paper. Next, open any other doors that give access to the printer's paper path and to the toner or ink cartridge. If necessary, remove the toner or ink cartridge. Place it in a bag or away from light to avoid damaging it. If you find a piece of jammed paper, remove it by holding it with both hands and pulling firmly. If several pieces are jammed together, try pulling out the middle piece first to loosen the jam. If the paper does tear, try rotating the roller gears manually to free the paper. Don't force anything, though. After that, replace the toner or ink cartridge and paper trays, close any doors you opened and turn the printer back on.



**Task 10. Arrange these jumbled steps into a good procedural text. Work in groups of 4-6 students.**

English	Indonesian
adjust /ə'dʒʌst/ (v)	ubah
desired /dɪ'zaɪəd/ (adj)	yang diinginkan
surface /'sɜːfɪs/ (n)	permukaan
ensure /ɪn'ʃʊə / (v)	memastikan

- Next, select the number of copies you want to make. Adjust color settings to achieve the desired result.
- Things you'll need:
  - Color copy machine
  - Copy paper
  - Color ink cartridges
- After adjusting the color setting, press 'copy' or 'print' depending on the model of copy machine.
- How to Use a Color Copy Machine
- First, place the document you want to copy face down on the glass surface of the copy machine.
- Lastly, check each copy to ensure that all pages are legible.
- After placing the document, make a test copy to determine if there is enough ink to produce good copies.



Picture 11.1

**Task 11. Choose one of the titles below. Then, make the procedural text based on the title you choose. You may browse in the internet to find the information related to your title.**

### **Titles:**

- How to Scan a Document.
- How to Print a Document from a Computer.
- How to Add Papers in a Copier

### **TODAY' S QUOTE**

“So I had to be careful. I recognized the responsibility that, whether I liked it or not, I had to accept whatever the obligation was. That was to behave in a manner, to carry myself in such a professional way, as if there ever is a reflection, it's a positive one.” ~Sidney Poitier~



## LET'S DO MORE

**Task 12.** Do a role-play with your partner. Pretend that you have a problem with your fax machine and you ask your friend how to fix it. Your friend gives you some clear instructions and you follow them carefully.

**Task 13.** Do you have a kind of office machine in your home? Tell us how to operate that machine. Write it in a good procedural text. Work on your own.

## REFLECTION

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for instructions			
Giving instructions			
Understanding imperative sentence.			
Using transitional markers.			
Writing a procedural text.			

## VOCABULARY LIST

English	Indonesian
adjust /ə'dʒʌst/ (v)	ubah
desired /dɪ'zaɪəd/ (adj)	yang diinginkan
ensure /ɪn'ʃʊːr/ (v)	memastikan
fix /fɪks/ (v)	membenarkan
force /fɔːs/ (v)	memaksa
gather /'gæð.ə r/ (v)	kumpulkan
hooked up /hʊkt. ʌp/ (adj)	terhubung
jam /dʒæm/ (adj)	macet
lay /leɪ/ (v)	letakkan
obtain /əb'teɪn/ (v)	dapatkan
path /pɑːθ/ (n)	jalan
properly /'prɒp. ə l.i/ (adv)	dengan benar
recipient /rɪ'sɪp.i.ənt/ (n)	penerima
surface /'sɜːfɪs/ (n)	permukaan
tear /teə r/ (v)	sobek
trays /treɪ/ (n)	tempat

**The listening transcript of Task 2.**

Using a printer is easy to do. Do you know how? Let's check the instructions out.

First, make sure that your printer is hooked up properly before using it. Something might come up on the computer telling you that the printer is on and working properly.

After that, open up a file you need to print. When you are ready to print, click on "File" and "Print Setup" button. You can choose how you want your page to look, and make sure the right printer is installed. If your page is set up the way you like it, you can just click on the printer icon on the tool bar.

adapted from [http://www.ehow.com/how\\_2363889\\_use-printer.html](http://www.ehow.com/how_2363889_use-printer.html)

**Picture Sources****Task 1**

- Picture 1.1 : copierfaxmachine.net
- Picture 1.2 : am0nr4.blogspot.com
- Picture 1.3 : shutterstock.com
- Picture 1.4 : sumberlor.blogspot.com

**Task 3**

- Picture 3.1 : its-berry.com
- Picture 4.1 : cartridgeworldnewmarket.ca

**Task 8**

- Picture 8.1 : howstuffworks.com

**Task 11**

- Picture 11.1 : [www.heirloomsbydesign.com](http://www.heirloomsbydesign.com)

# UNIT

## 3

### THE MEETING ROOM IS ON THE FOURTH FLOOR.

As an office administrator you will deal with many meetings in your office. Your boss may leave a memo that requires you to arrange a meeting. In preparing and conducting a meeting, there are many things should be considered. Moreover, as an office administrator you have to be helpful when there is a new officer who gets lost on his way to the meeting room. Are you ready with those situations? Well, let's learn about them in this Unit 3. At the end of this unit you are expected to be able to ask and give directions in an office, write a memo, and make a

#### LET'S GET STARTED

**Task 1.** *The picture below illustrates some office staffs who are having a meeting in the meeting room. Look at the picture and answer the following questions with your partner.*



Picture 1.1

#### Questions

1. What are they possibly talking about?
2. What should you prepare to conduct such a meeting?
3. Can you write a memo asking the office staffs to attend a meeting?
4. What if a new staff gets lost on her way to the meeting room? Could you direct her?

# B LET'S LISTEN AND SPEAK

**Task 2. Listen to the dialogue carefully. After that, answer the questions by choosing the correct option. Do it on your own.**

English	Indonesian
downstairs /ˌdaʊn'steəz/ (adv)	ke lantai bawah
floor /flɔːr/ (n)	lantai



Picture 2.1

- What is the dialogue about?
  - a woman who looks for a room
  - a woman who wants to go out of the room
  - a man who looks for a room
  - a man who wants to go out of the room
- What room is being talked about?
  - meeting room
  - manager's office
  - secretary's office
  - hall
- What is the first direction to go to the room?
  - go upstairs
  - walk down the stairs
  - turn left
  - turn right
- In what floor is the room?
  - first floor
  - second floor
  - third floor
  - fourth floor
- What is the number of the room?
  - 404
  - 414
  - 405
  - 415

**Task 3. Study the dialogue below. After that, state whether the statements in the column that follows are true (T) or false (F). Do it in pairs.**

- New staff : Excuse me. Could you help me?
- Secretary : Yes, please. What can I do for you?
- New staff : I am a new office staff here. After having this meeting, I have to put my paper on the manager's desk. The problem is that I don't know where the manager's office is. Could you show me how to get there?
- Secretary : Sure. The manager's office is in the fifth floor upstairs. You can take the lift to get there.
- New staff : Where is the lift, please?
- Secretary : Over there in the middle of the hall. Take the lift to the fifth floor and

- then turn left. It's the second room on the right.
- New staff : Okay. Uhm, what is the number of the room?
- Secretary : It is 505.
- New staff : Okay, I got it. Thank you for the direction.
- Secretary : Never mind. Just ask me if you need some helps.



picture 3.1

No	Statements	T	F
1	The new staff and the secretary are in the meeting room.		
2	The new staff has to climb a steep flight of stairs to the meeting room.		
3	The new staff needs to meet the manager.		
4	The secretary knows part of the building well.		
5	The secretary is willing to help the new staff if she needs more help.		

#### Task 4. Study the explanation below in pairs.

There are some expressions to ask for and give directions:

Asking for directions	Giving directions
Excuse me, can you tell me the way to...?	The office will be on the right side of the..
Could you please tell me the way to ...?	It's next to ... across from ... opposite ... beside ... between (two things)
Can you tell me where the...is?	Go down stairs. It's on the second floor.
How can I get to ...?	You will see it on the/your right.

English	Indonesian	English	Indonesian
turn left	belok kiri	go up stairs	naik ke lantai atas
turn right	belok kanan	next to	bersebelahan dengan
go ahead	lurus	between	di antara
go straight	lurus	beside	di samping
go down stairs	turun ke lantai bawah	across	berseberangan

#### Task 5. Complete the dialogues below with the right expressions. Do it individually.

- Sitta : Where should I put the document?

Rini : Put it on the manager's desk, please.

Sitta : \_\_\_\_\_ (asking for directions)

Rini : Oh. It is on the corner of this room. Go ahead, and it is on your left.

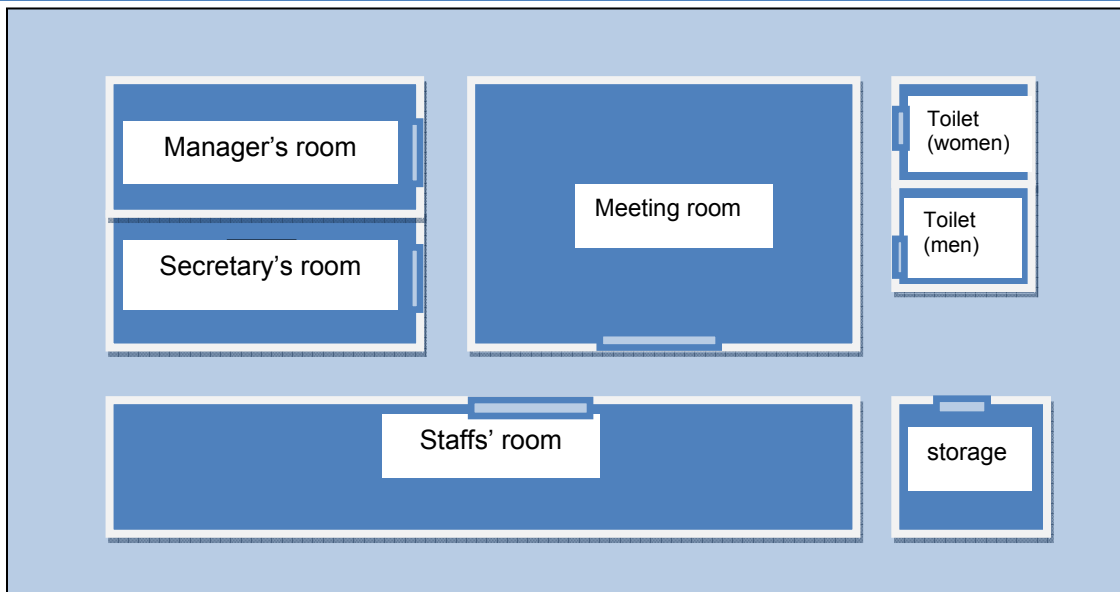
Sitta : I see. Thank you.
- Alif : How can I get to the conference room?

Ifi : \_\_\_\_\_ (giving directions)

Alif : Okay. Should I use the lift?  
 Ifi : I don't think so. It is only one stair above.  
 Alif : Okay, thanks.

3. Anet : \_\_\_\_\_ (asking for directions)  
 Rudi : Sure. It's on the second floor. Just go down stairs.  
 Anet : Is it next to the meeting room?  
 Rudi : Yes. There is a sign on the door saying "Manager's Office".  
 Anet : Oh, okay. The sign will help me.  
 Rudi : Sure.
4. Sasa : Can I have the meeting report?  
 Rendi : Yes, I have the file on my desk.  
 Sasa : Where is your desk?  
 Rendi : \_\_\_\_\_ (giving directions)  
 Sasa : Next to Siska's desk, right? Okay, thank you.  
 Rendi : You're welcome.
5. Anton : Is Mrs. Alice in her room?  
 Rido : No, she is having a meeting with her clients.  
 Anton : \_\_\_\_\_ (asking for directions)  
 Rido : Just go upstairs to the third floor. It is the second room on your right.  
 Anton : Hmm. Okay, thank you.  
 Rido : You're welcome

**Task 6. Look at the map and make a dialogue based on one of the situations. Work in pairs.**



**Situations:**

1. You are in the storage. You want to attend a meeting in the meeting room.
2. You are having a meeting. You want to go to the toilet.
3. You are in the secretary's room. You want to submit your paper in the meeting room.

**Example:**

Situation: You are in the meeting room. You want to meet the secretary.

Dialogue:

- A : Excuse me, could you tell me where the secretary's room is?  
 B : Sure. Just go out of this meeting room and turn right. You will see a room in your right. That's the secretary's room.  
 A : Okay. Thank you very much.

**TODAY' S QUOTE**

"I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time" . ~Charles Dickens~

# LET'S READ AND WRITE

*Task 7. Read the following text carefully and answer the questions. Do it in pairs.*

English	Indonesian
responsibility /rɪspɒnsəˈbɪlɪti/ (n)	tugas
crucial /kruːʃəl/ (adj)	sangat berperan
notice /nəʊtɪs/ (n)	pemberitahuan
minutes /mɪnɪts/ (n)	notulen

## Secretary's Responsibilities at a Meeting

Meetings are arranged so that people can get together to discuss relevant information on a particular business. To make the meetings run smoothly, a secretary should possess effective verbal and written communication skills, as well as a reasonable understanding of the issues being discussed in the meeting. The role of the secretary is to record the main discussions and decisions and will not be expected to participate unless requested otherwise by the chairperson. The secretary should perform the following responsibilities:

### Before the meeting

- Send out notices of meetings well in advance.
- Request and include additional items of the agenda in liaison with the chairperson.

- Send copies of the agenda with any supporting documentation to all members of the meeting.
- Organize the logistical arrangements (meeting venue, refreshments, meals, flip chart stand, over head projector, transport, accommodation, etc).

#### During the meeting

- The secretary does not participate in the discussions of the meeting. She/he may however be requested to summarize the discussions.
- Write up important discussions and decisions taken.

#### After the meeting

- Write up the minutes as soon as possible after the meeting.
- Ask the chairperson to approve the minutes before **they** are circulated to all the members.
- Remind people of any follow up activity if requested.
- Prepare and plan for the next meeting.

(Adapted from *Office Administration Course Introduction*)

### Questions

1. What is the secretary's role in a meeting?
2. Should the secretary participate in the discussion of the meeting?
3. What should be considered in the logical arrangements? Mention them in a list.
4. When does the secretary write up the minutes of the meeting?
5. What does the bold word 'they' in the secretary's responsibility after the meeting refer to?

**Task 8. Study the following explanation with your partner.**

#### ❖ Passive Voice

In the previous text you have found the following passive voice:

"Meetings **are arranged** so that people can get together to discuss relevant information on a particular business".

In Indonesian we know the passive voice as *kalimat pasif*. It is a way of structuring a sentence so that the grammatical subject is the person or thing which experiences the effect of an action, rather than the person or thing which causes the effect.

The structure of the passive voice is very simple:

Subject + Auxiliary Verb (be) + Main Verb (Past Participle)

or S + BE + V3



Look at these examples:

SUBJECT	BE	V3	
The meeting	was	opened	by Mr. Husni this morning.
<b>The secretary</b>	is not	asked	to participate in the discussion.
The copies of the agenda	were	sent	to all members of the meeting yesterday.
The staffs	are	asked	to attend the meeting at 11.

- The main verb is always in its past participle form.
- The auxiliary verb (be) should be appropriate for the tense (concord of tenses).

**Task 9. Complete the following passive voice sentences in the tenses suggested. Do it individually.**

1. An LCD projector (use) in the meeting today. (Past)
2. So much time (spend) in meetings. (Present)
3. When meetings (not organize) thoroughly, employees do waste their time. (Present)
4. The meeting (schedule) for March 12 at 11. (Present)
5. The meeting agenda (print) this morning by the secretary. (Past)
6. The staffs (not invite) to be ready for the next meeting. (Past)
7. The minutes of meeting often (set) up in a similar way to the agenda. (Present)
8. The minutes of the meeting (write) up briefly and accurately. (Present)

**Task 10. Put the following sentences into the passive voice. Do it individually.**

1. The secretary writes the agenda of the meeting.  
Answer : \_\_\_\_\_
2. All of the staffs attended the meeting yesterday.  
Answer : \_\_\_\_\_
3. The chairperson does not write the minutes of the meeting.  
Answer : \_\_\_\_\_
4. The secretary organizes three meetings every week.  
Answer : \_\_\_\_\_
5. The manager asks the secretary to prepare the meeting for tomorrow.  
Answer : \_\_\_\_\_
6. The chairperson did not allow the members who were late to join the meeting.  
Answer : \_\_\_\_\_

**Task 11. Read the following memo and answer the following questions. Compare your answer with your partner.**

English	Indonesian
minutes /mɪn.ɪts/ (n)	notulen
attendee /ə.tendi/ (n)	peserta
venue /ven.ju/ (n)	tempat

#### MEMO

To : Secretary  
 From : Office Manager  
 Date : March 5, 2011  
 Subject : Pack for the client

We will have a meeting with our clients on March 28, 2011 at the conference room. Please prepare a pack for the client to take with her/him to the meeting. The pack should include the following items:

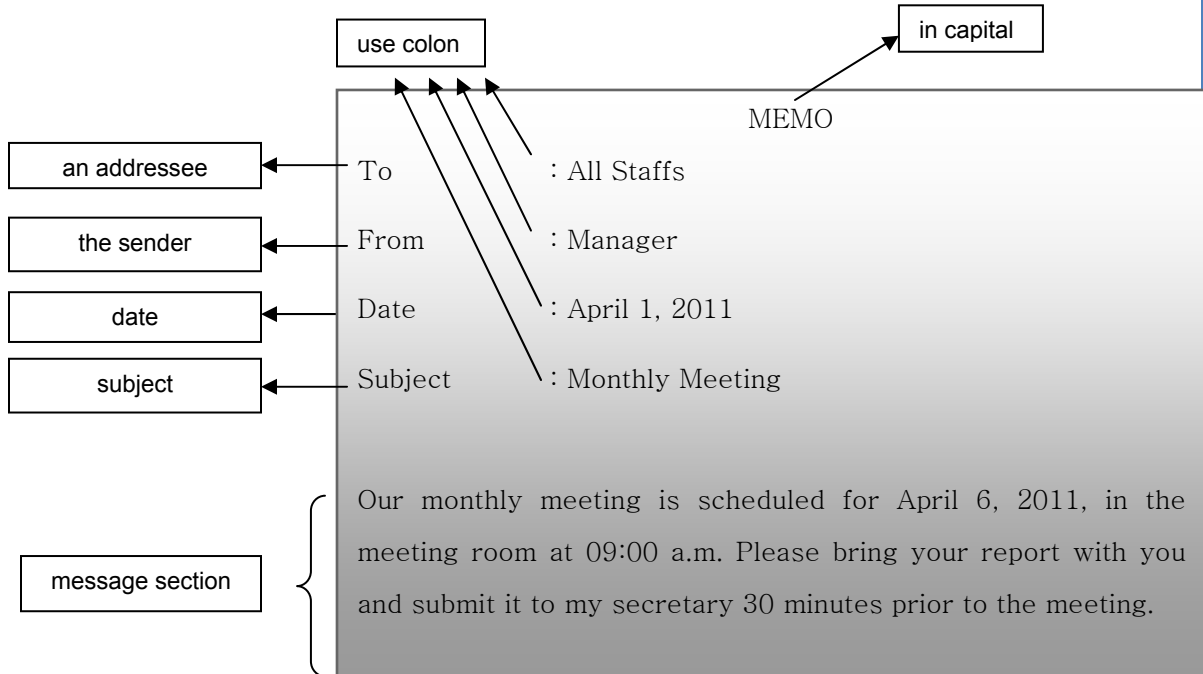
- Agenda for the meeting
- All supporting documentations
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

#### Questions

1. Who writes the memo?
2. Who is the recipient?
3. What does the sender ask the recipient to do?
4. Where will the meetings be held?
5. Does the client prepare their own pack?
6. Would the secretary receive the pack?
7. What does the word 'we' in the first sentence refer to?
8. What should be included in the pack for the client? List them.

**Task 12. Study the following explanation with your partner.****❖ MEMO**

A memo is a hard-copy (sent on paper) document that is used for communicating inside an organization. It is usually short and structured similarly.

**❖ LIST**

List is a number of names of person, places, items, things, stuffs, etc (in written/printed). It also can be a number of outline activities. Use colon (:) after a complete sentence to introduce a list of items when introductory words such as namely, for example, or that is do not appear.

**Examples:**

Please pack the following items for the clients:

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Items for Clients**

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Task 13.** Below are three memos with some mistakes in the punctuation and structure. Find the mistakes and rewrite the memos correctly. Do it in group of 4-6 students.

1.

## MEMO

From : Office Manager  
 To : General Manager  
 Subject : Room change for next meeting  
 Date : 6 Jul 2010

The meeting on Saturday, 6 August has been changed to Room 101

2.

## MEMO

to : secretary  
 from : office manager  
 date : February 3, 2011  
 subject : content of minutes

The minutes of today's meeting are not brief and clear. For the next meetings, please write the minutes with the following contents =

- List of date and venue
- Record of the participants who were present and absent
- Reflection of who facilitated or chaired the meeting
- Indication if the minutes of the previous meeting were approved
- Record of the main points and decisions taken for all the items

3.

## memo

To = All Staffs  
 From = Human Resources Director  
 Subject = Company Holidays  
 Date = May 12, 2011

The Sinar Corporation will be closed on the following official holidays. Please make any arrangements for emergency meetings to be covered while you are enjoying your holiday.

Official Sinar Company Holidays:

- January 1 New Year's Day
- August 17 Independence Day
- August 30 & 31 Ied Day
- September 1 Labor Day
- December 25 Christmas Day

**Task 14.** Now, write a memo based on one of the situations below. Work on your own.

### Situation 1

The office manager reminds the secretary to organize the logistical arrangements which include meeting venue, meals, flip chart stand, over head projector, transport, and accommodation. (Write the logistical arrangements in a list)

MEMO	
To	:
From	:
Date	:
Subject	:

### Situation 2

The secretary informs the staff that the meeting today is canceled because the chairperson could not come.

MEMO	
To	:
From	:
Date	:
Subject	:

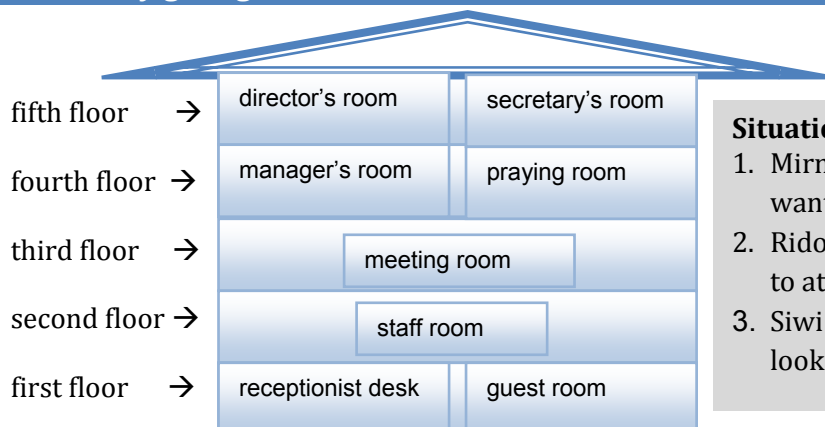
### TODAY' S QUOTE

"Punctuality is the soul of business."

~Thomas Chandler Haliburton~

## LET'S DO MORE

**Task 15.** Look at the map below. Please help some new officers to find the meeting room by giving them directions.



### Situations

1. Mirna is in the secretary's room. She wants to go to the meeting room.
2. Rido is in the staff room. He is going to attend a meeting.
3. Siwi is in the manager's room. She is looking for the meeting room.

**Task 16.** Pretend that you are a secretary who is organizing a meeting. Ask all staffs (via memo) not to come late because the meeting will be attended by five managers of big companies. Don't forget to list the five managers.

## E REFLECTION

**E** How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for directions			
Giving directions			
Constructing passive sentences			
Making list			
Writing memo			

## F VOCABULARY LIST

English	Indonesian
attendee /ə.tendi/ (n)	peserta
crucial /kru.ʃ ə l/ (adj)	sangat berperan
doorway /'dɔː.weɪ/ (n)	pintu masuk
downstairs /ˌdaʊn'steəz/ (adv)	ke lantai bawah
floor /flɔːr / (n)	lantai
intend /ɪn'tend/ (v)	bermaksud
minutes /mɪn.ɪts/ (n)	notulen
notice /nəʊ.tɪs/ (n)	pemberitahuan
responsibility /rɪspɒn.tə.bɪl.ɪ.ti/ (n)	tugas
threatening /'θret. ə n.ɪŋ/ (adj)	mengancam
venue /ven.ju/ (n)	tempat

**The listening transcript of Task 2**

- Man : Excuse me, I am a new staff here. Could you tell me where the meeting room is?
- Woman : Oh, it is not on this floor. The meeting room is on the fourth floor. You can just walk down the stairs there.
- Man : Would you please tell me how I can find the room? I should attend a meeting at 11.
- Woman : Sure. Go down the stairs to the fourth floor and turn left. At the end of the corridor you should turn left again.
- Man : Left and left again?
- Woman : Yes. The meeting room is on your right.
- Man : What is the number of the room?
- Woman : Ummm.. It's Room 414.
- Man : Okay. Thank you very much.

**Picture sources****Task 1**

Picture 1.1 : denyrendra.net

**Task 2**

Picture 2.1 : www.istockphoto.com

**Task 3**

Picture 3.1 : t1.ftcdn.net

**Task 8**

Picture 8.1 : www.womenssnowboarding.org

**Task 9**

Picture 9.1 : 1.bp.blogspot.com

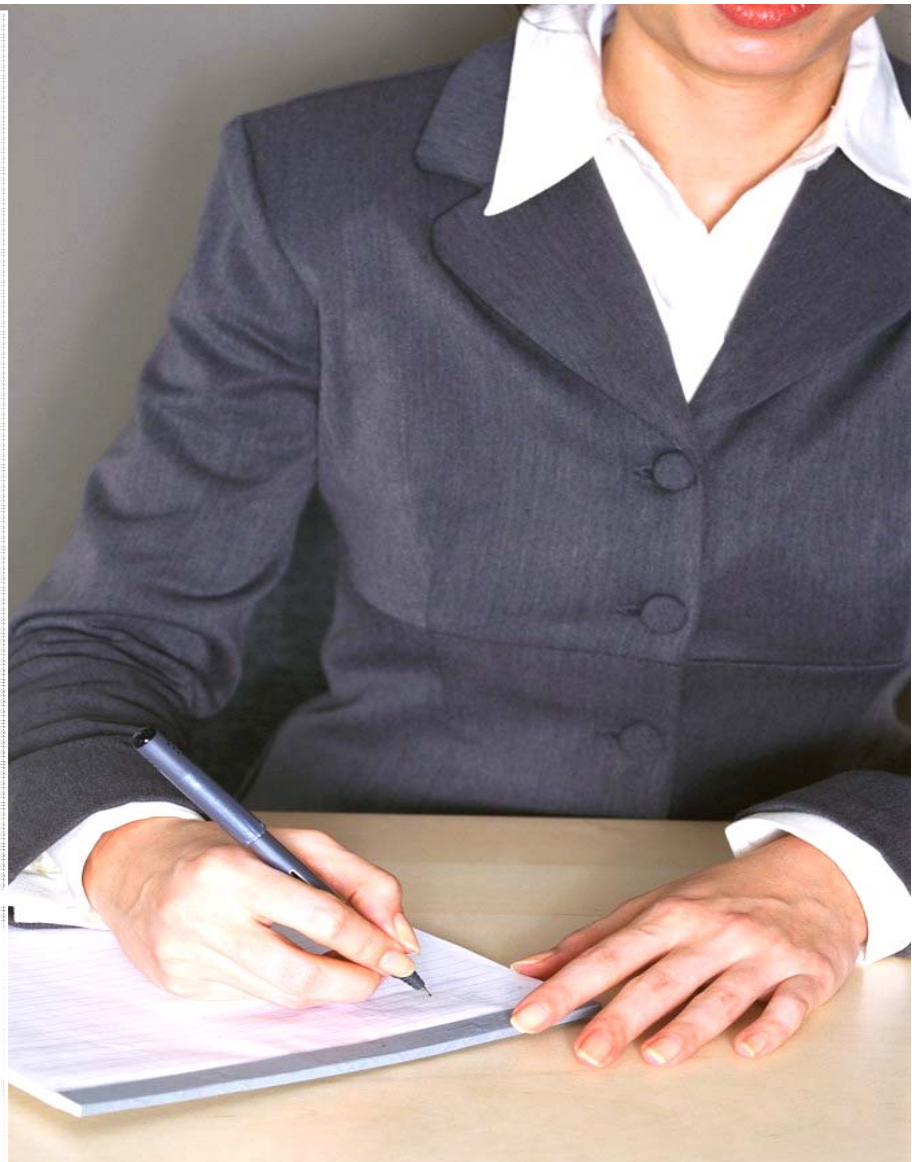
**FINAL DRAFT**



English for Vocational Secondary School

Office Administration Department /Semester 2

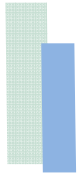
Elementary Level



Desi Trisiwiyanti  
2011

# ENGLISH FOR ADMINISTRATIVE PERSONNEL

## YOU SHOULD APPLY FOR THIS JOB.



After graduating from your study you will apply for a clerical job, won't you? You will deal with some job vacancies and of course you will write an application letter then. Do you know how to write an application letter for a clerical job? We will learn about it in this unit.

Someday your friend may have a difficulty to find a job. As a friend, do you know how to give a good suggestion to him/her? Do you know how to express your opinion, your agreement, and your disagreement? Well, we will also learn about those expressions in this unit. Get ready? Go!

**A** **LET'S GET STARTED**  
**Task 1.** *Have a look at the pictures below. What do you think they are doing? What are their jobs? What qualifications do they have? Do you think you can handle jobs like them? Discuss these questions in groups of 4-6 students.*



picture 1.1



picture 1.2



picture 1.3



picture 1.4

# B LET'S LISTEN AND SPEAK

**Task 2. You are going to listen to a dialogue about a job application. Listen to it carefully and answer the questions. Do it individually.**

English	Indonesian
apply /ə'plai/ (v)	melamar
opportunity /ˌɒpə'tju:nəti/ (n)	kesempatan
clerk /kla:k/ (n)	pegawai tata usaha
duties /'dju:tiz/ (n)	tugas-tugas
responsibility /rɪ'spɒnsə'bɪlɪti/ (n)	tanggung jawab
account /ə'kaʊnt/ (n)	laporan
involve /ɪn'vɒlv/ (v)	meliputi
qualified (adj) /kwɒlɪfaɪd /	memenuhi syarat

## Questions:

1. What job is offered in the office?
2. What administrative duties will be involved in the position?
3. Does the man think that the woman is qualified for the position?
4. When did the woman learn about handling documents?
5. What does the man mean by saying "That's for sure" in his last sentence?

**Task 3. Study the dialogue below and answer the questions. Do it in pairs.**

English	Indonesian
treat /tri:t/ (v)	memperlakukan
chance /tʃɑ:ns/ (n)	kesempatan
advance /əd'vɑ:ns/ (v)	memajukan
attractive /ə'træktɪv/ (adj)	menarik
impression /ɪm'preʃn/ (n)	kesan

- Iwan** : Hi Dina! How are you doing these days?
- Dina** : Oh, Hi Iwan. I'm not doing very well, actually.
- Iwan** : I'm sorry to hear that. What happens?
- Dina** : ... you know I've been looking for work. I couldn't find a new job yet.
- Iwan** : That's too bad. Why did you leave your last job?



picture 3.1



- Dina** : Well, my boss treated me badly, and I didn't like my chances of advancing in the company. **What is your opinion about all of these?**
- Iwan** : That makes sense. **The way I see things is** that a job without opportunities and with a difficult boss isn't very attractive.
- Dina** : **Exactly!** So, anyway, I decided to quit and find a new clerical job. I have sent out my resume to more than twenty companies. Unfortunately, I've only had two interviews so far.
- Iwan** : Have you tried looking for a job online?
- Dina** : Yes, but so many of the jobs require moving to other cities. I don't want to do that.
- Iwan** : I can understand that. **Why don't you go to some of those networking groups?**
- Dina** : I haven't tried those. What are they?
- Iwan** : They're groups of people who are also looking for work. They help each other to discover new opportunities.
- Dina** : That sounds great. I'll definitely try some of those.
- Iwan** : I'm glad to hear that.

adapted from [http://esl.about.com/od/intermediatereading/a/d\\_report.htm](http://esl.about.com/od/intermediatereading/a/d_report.htm)

#### Questions:

1. Why is Dina unhappy?
2. What kind of job does Dina look for?
3. Is Dina interested in working in other cities?
4. After Iwan says, "*The way I see things is that a job without opportunities and with a difficult boss isn't very attractive.*" then Dina replies, "*Exactly!*". What does Dina mean?
5. What does Iwan suggest Dina?

#### Task 4. Study the explanation below in groups of 4-6 students.

In the previous dialogue you have found these expressions:

- ✓ What is your opinion about all of these? (asking for opinions)
- ✓ The way I see thing is that a job without opportunities and with a difficult boss isn't very attractive. (giving opinions)
- ✓ Exactly! (agreeing)
- ✓ Why don't you go to some of those networking groups? (giving suggestions)

Below are some expressions you can use to give and ask for opinions, express agreement and disagreement, and give opinions:

<b>Giving opinions</b>	<b>Asking for opinions</b>
In my opinion...	What's your idea?
I think...	How do you feel about that?
As far as I am concerned, ....	What do you think?
	Do you have anything to say?

<b>Agreeing</b>	<b>Disagreeing</b>
I agree with you.	I don't think so.
I couldn't agree with you more.	I don't agree with you.
That's for sure.	I'm afraid I disagree.

### **Giving Suggestions**

You should..  
I suggest you...

**Task 5. Complete the following dialogues with the correct expressions. Do it in groups of 4-6 students.**

- Example:  
Luna : What is your opinion about the new secretary?  
Jojo : I think she is a smart secretary. (giving opinion)
- Rora : I think I am not qualified for this position.  
Janet : \_\_\_\_\_. You have all of the requirements. (disagreeing)
- Riko : \_\_\_\_\_? (asking for opinions)  
Febri : I think your application letter is not bad.
- Yuna : There is a position offered in my uncle's office.  
Yuri : \_\_\_\_\_. (giving suggestion)
- Maria : What do you think about my new job position?  
Koko : \_\_\_\_\_ (giving opinion)
- Nana : The job vacancy really suits your experiences and background of study.  
Natan : \_\_\_\_\_ (agreeing)

**Task 6. Work in pairs. Make a dialogue based on one of the situations below.**

### **Situations:**

- There is a job vacancy as a member of administrative staff in a new company. You ask your friend's opinion about this. Your friend suggests you write an application letter to apply for the job.

2. You are writing an application letter. You are not sure about the format of the letter, so you ask your friend's opinion about it. Your friend thinks that the application letter is good.

### TODAY' S QUOTE

"Part of your heritage in this society is the opportunity to become financially independent" ~Jim Rohn~

## C LET'S READ AND WRITE

*Task 7. Study the job vacancy below and answer the questions. Do it with your partner.*

### INDONESIA STOCK EXCHANGE

Indonesia Stock Exchange (IDX) is a self-regulatory organization facilitating the development of capital market in Indonesia. With our vision 'To be a Competitive Stock Exchange with World Class Credibility', **we** always put a big attention to our human capital. At present we are looking for a qualified person to fill the SECRETARY position.

#### REQUIREMENTS:

- Female, 21 - 25 years old
- D3 in Secretary /SI in Business Administration from a reputable university with GPA min 3.00
- Fresh graduated or max. 2 years of experience
- Excellent communication skills (Bahasa Indonesia & English)
- Customer Service Oriented
- Excellent interpersonal skill
- Skillful in MS. Office
- Skillful in administrative duties

If you feel that you are the person **we** are looking for, please send your comprehensive CV including a photograph (4x6), a copy of your education certificate, and a copy of transcript before 26th of February 2011 by :

email to :  
divisisdm@idx.co.id

or mail to :  
HR Division  
Indonesia Stock Exchange  
IDX Building, Tower I, Lt. 4  
Jend. Sudirman Kav. 52-53  
Jakarta 12190

adapted from <http://2007.loker.web.id/secretary/job-vacancy-as-secretary-indonesia-stock-exchange/>

**Questions:**

1. What requirements should be fulfilled by the applicants?
2. It is mentioned that one of the requirements is D3 in Secretary /SI in Business Administration from a reputable university with GPA min 3.00. What does GPA stand for?
3. What does the word “we” in line 3 refer to?
4. When is the closing date of the job vacancy?
5. Where do the applicants send their application letters?

**Task 8. There are four job vacancies for clerical jobs. Read them carefully and state which position is best for each of the following person. Do it in groups of 4-6.**

**1. Needed:** A full time secretary position is available. Applicants should have at least 2 year experience and be able to type 60 words a minute. No computer skill is required. Apply in person at United Business Ltd., 17 Browning Street.

- Santi Rahmi. Santi is recently retired and is looking for a part time position. She likes to work with people and enjoys public relation work. She would also love to deal with document handling.

The best job for Santi is \_\_\_\_\_

**2.** Are you looking for a part time job? We require 3 part time secretary assistants to work during the evening. No experience is required; applicants should be between 18 and 26. Call 366 – 76564 for more information.

- Handayani. Handayani is 21 years old and would like to have a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Handayani is \_\_\_\_\_

**3. COMPUTER TRAINED SECRETARIES:** DO YOU HAVE ANY EXPERIENCE WORKING WITH COMPUTERS? WOULD YOU LIKE TO HAVE A FULL TIME POSITION WORKING IN AN EXCITING NEW COMPANY? IF YOUR ANSWER IS YES, GIVE US A CALL AT 565-987-7832.

- Yanti Arisma. Yanti was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Yanti is \_\_\_\_\_

**4. Part Time work available:** We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone, giving customer's information, and filing documents. For more information contact us by calling 897-980-7654.

- Doni Rohim. Doni went to a business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Doni is \_\_\_\_\_

adapted from [http://esl.about.com/od/intermediatereadin1/a/apply\\_job\\_2.htm](http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm)

**Task 9. Study the explanation below in groups of 4-6 students.**

### Present Continuous Tense

**“At present we are looking for a qualified person to fill the SECRETARY position.”**

The sentence above is in the present continuous. Do you know when to use the Present Continuous Tense? Let's find them in the explanation below.

1. We use the Present Continuous Tense to talk about activities happening now.
  - What are you doing?
  - She is writing the letter in the room now.
  - They are not listening to the boss.
2. We can also use the Present Continuous Tense to talk about activities happening around now, and not necessarily this very moment.
  - Sally is studying really hard for her interview this week.
  - Whose account are you working on?
  - We are not working hard these days.
3. The Present Continuous Tense is also used to talk about activities happening in the near future, especially for planned future events.
  - Are you doing anything tonight?
  - We are having a meeting this evening.
  - We are not going to the job fair next week.

The adverb of times that are usually used are:

at the moment, now, today, this week, this month, tomorrow, next week (for future arrangements), currently.

interrogative sentence	: (question word) + to be + S + Ving + adv
positive sentence	: S + to be + Ving +adv
negative sentence	: S + to be + not + Ving +adv

The 'to be':

**He / She / It → is**

**I → am**

**They / We / You → are**



**Task 10.** Write three sentences describing what the people below are doing. The first sentence is an interrogative sentence, the second is a positive sentence based on the first picture, and the third is a negative sentence based on the picture with a cross on it. Do it individually like the example.

1.



Picture 10.1



Picture 10.2

Example:

(?) What is she doing?

(+) She is answering a call from her boss.

(-) She is not holding a pen.

2.



Picture 10.3



Picture 10.4

(?) .....

(+) .....

(-) .....

3



Picture 10.5



Picture 10.6

(?) .....

(+) .....

(-) .....

4.



Picture 10.7



Picture 10.8

(?) .....

(+) .....

(-) .....

5.



Picture 10.9



Picture 10.10

(?) .....

(+) .....

(-) .....

**Task 11. Study the application letter below and answer the questions. Do it in pairs.**

Karangmalang B33  
Depok, Sleman  
Yogyakarta, 55281

January 12, 2011

Mr. Hasanudin  
Prima Accounting Firm  
Jl. Wates km 5  
Yogyakarta

Dear Mr. Hasanudin

I am writing to apply for the office staff's position as what is advertised in Harian Kita Magazines on January 10.

I have taken a typing course and can format reports, letters, memos, and tables and key in at a rate of 45 minutes words per minute. Using Microsoft Word, Excel, and Adobe Pagemaker, I can prepare spreadsheets, databases and newsletter. These skills were learned in my Computer Information System classes and during my high school training.

I would appreciate the opportunity to talk to you about this position. I can be reached at 085-229-109-009 any time and any day. I look forward to hearing from you.

Sincerely yours,

Raka Ramos

adapted from <http://officewriting.com/job-application-letter-%E2%80%93-office-clerk/>

**Questions:**

1. To whom is the letter addressed?
2. How does the applicant usually prepare a newsletter?
3. What job does the applicant apply for?
4. Where did the applicant read the job vacancy?
5. Is the applicant ready to be interviewed any time and any day?

**Task 12. Study the explanation below. Learn how to write an application letter. Work in groups of 4-6 students.**

The diagram shows an application letter with various parts labeled by arrows pointing to them:

- your address:** Jalan Tentara Pelajar 33, Wates, Kulon Progo, Yogyakarta 55655
- the date:** March 25, 2011
- the name and address of who you are writing to:** Ms. Rosemarie Norbe, Personnel Manager, Milestone Company, Ciapus, Bogor
- salutation:** Dear Ms. Norbe
- Paragraph 1: Why you are writing & where you saw the job.** With reference to your advertisement in *Karir Kita Bulletin* on March 22, I am writing to apply for the position of executive secretary offered by your company.
- Paragraph 2: Information about your qualifications and experiences.** I am Rahma Santi, a graduate of Bachelor of Social Science, major in Office Administration at Yogyakarta University, Yogyakarta this March, 28, 2011 as a cum laude.
- Paragraph 3: why you believe you are suited to the job and what you can offer the company.** I consider as my assets: my proficiency in both written and spoken English and Indonesian, my computer skills, and my leadership skills which were honed in my capacity as the editor in chief of my school's student publication. I am hardworking, efficient, and highly driven, and I am willing to undergo training to further improve my capabilities. I believe I would be an asset to your company.
- Paragraph 4: when you are available for an interview and how to contact you.** I am very much willing to come over for a personal interview with you. I can be reached at 088-909-111-212 at anytime and any day.
- closing:** Respectfully yours,
- your name:** Rahma Santi

adapted from <http://officewriting.com/application-letter-sample-%E2%80%93-executive-secretary>

**Task 13. Work in pairs. Arrange these jumbled paragraphs into a good application letter. Write the number in the right column. Number 1 has been done for you as the example.**

English	Indonesian
suitability /ˌsu:tə'bɪlɪti/ (n)	kecocokan
reputable /'repjʊtəbl/ (adj)	bereputasi
firm /fɜ:m/ (n)	perusahaan
adhere /əd'hɪə/ (v)	menganut/mematuhi

Part of letter	Number
I would welcome the opportunity to discuss my suitability for the position. I can be contacted during working hours at 085-857-010-111.  Thank you very much.	
March 29, 2010	
I am a Communications graduate of the University of Indonesia with several years of working experience in some of the Indonesia's reputable firms.	
Ms. Winda Salastri The Administrative Officer The Royal Embassy in Jakarta	
On top of these competencies, I adhere to a work ethic and can effectively interact with people across all levels of the organizational structure. I believe I can be an asset to your organization.	
I am writing to apply for the position of Executive Assistant advertised on jobstreet.com.ph on 27 March 2010. This position particularly interests me because it would enable me to make full use of my administrative and organizational skills. I have well-developed written and oral communication skills that can be very useful for the position.	
1234 Ayala Road Jakarta Timur	<b>1</b>
Dear Ms. Salastri	
Sincerely,  Ahmad Fajar	

adapted from <http://officewriting.com/category/application-letter/>

**Task 14. Here is a job vacancy. Write an application letter for this job in a piece of paper. Submit your work to your teacher. Do it on your own.**

### Vacancy

#### JUNIOR SECRETARY (JS) on INDO MITRA PRATAMA, PT

Post Date : 30 Oct 10

#### Qualification

Requirements:

- Min. D3 in Secretary
- Fluent in English both oral and written
- Minimum 1 year of experience in secretarial and administrative work
- Able to operate computer minimum Ms office, excel, & internet
- Capable making filling system & comfortable with numbers
- Mature, initiative, and creative personality

Only qualified candidates will be contacted. Please send a complete application and the most recent photograph by post to: PT. Indo Mitra Pratama Jl. Bukit Gading Raya Kelapa Gading, Jakarta 14240 or by email to [indomitra@gmail.com](mailto:indomitra@gmail.com).

adapted from [indonesia.jobvacancymu.com](http://indonesia.jobvacancymu.com)

#### TODAY' S QUOTE

“Nature never said to me: Do not be poor; still less did she say: Be rich; her cry to me was always: Be independent.”

# D

## LET'S DO MORE

**Task 15.** Do a role-play with your partner using the expressions of giving & asking for opinions, agreeing & disagreeing, and giving suggestion. Pretend that your partner feels bored with his/her new job and is going to apply for another job. As a friend, you are trying to share your opinion and give suggestions to him/her.

**Task 16.** Find a job vacancy from a newspaper. Pretend that you are going to apply for the position that is offered in the job vacancy. After that, write the application letter in a piece of paper. Do it individually.

# E

## REFLECTION

*How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.*

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for opinions			
Giving opinions			
Agreeing			
Disagreeing			
Giving suggestions			
Describing one's activity			
Writing an application letter			

# F

## VOCABULARY LIST

English	Indonesian
account /ə'kaʊnt/ (n)	laporan
adhere /əd'hɪə/ (v)	menganut/mematuhi
advance /əd'vɑːns/ (v)	memajukan
apply /ə'plai/ (v)	melamar
opportunity /ˌɒpə'tjuːnəti/ (n)	kesempatan
attractive /ə'træktɪv/ (adj)	menarik
chance /tʃɑːns/ (n)	kesempatan
clerk /klɑːk/ (n)	pegawai tata usaha
duties /'djuːtiz/ (n)	tugas-tugas
firm /fɜːm/ (n)	perusahaan
impression /ɪm'preʃn/ (n)	kesan
involve /ɪn'vɒlv/ (v)	meliputi

qualified (adj) /kwɒlɪfaɪd /	memenuhi syarat
reputable /'repjʊtəbl/ (adj)	bereputasi
responsibility /rɪˌspɒnsə'bɪlɪti/ (n)	tanggung jawab
suitability /ˌsu:tə'bɪlɪti/ (n)	kecocokan
treat /tri : t/ (v)	memperlakukan



**The listening transcript of Task 2.**

- Mr. Sigit : There is a job position offered in my office. **I suggest that you apply for this job.**
- Rani : Really? Please tell me further information about the job.
- Mr. Sigit : Right... The position is for a junior clerk, which would involve working in administrative duties. They include handling documents and holding responsibility for any particular account payable.
- Rani : I am interested in it. But.. **Do you think I am qualified for this position?**
- Mr. Sigit : Oh come on. You have already had some experience in handling documents when helping your brother's business. You've also had two weeks school work experience in the accounts payable department, right?
- Rani : Yes. But I am not sure. Uhm..
- Mr. Sigit : Listen. My office needs someone experienced like you. **You should apply for this job.** It is a big opportunity for you.
- Rani : Hmm.. **You are right.** Okay, I will try. **And I think** I'm pretty good at English as well. I hope it will help.
- Mr. Sigit : **That's for sure.** Well, you should write the application letter soon. Send it to my office, not later than 27<sup>th</sup> March.
- Rani : Okay. Thank you very much for your information and suggestion.
- adapted from [http://www.jobseekersworkshop.com/applications/phone\\_samples.html](http://www.jobseekersworkshop.com/applications/phone_samples.html)

**Picture sources****Task 1**

- Picture 1.1 : shutterstock.com
- Picture 1.2 : -
- Picture 1.3 : solutions.neilsquire.ca
- Picture 1.4 : <http://lca.wisc.edu/~emraffer/Images/098a.jpg>

**Task 3**

- Picture 3.1 : bisnis-jabar.com

**Task 10**

- Picture 10.1 : -
- Picture 10.2 : Dreamstime.com
- Picture 10.3 : -
- Picture 10.4 : -
- Picture 10.5 : istockphoto.com
- Picture 10.6 : users.stlcc.edu
- Picture 10.7 : millicent.blogdetik.com
- Picture 10.8 : -
- Picture 10.9 : bvsd.org
- Picture 10.10 : 123rf.com



## TURN OFF THE PRINTER.

### 2

In your office later, you will work using some office machines. Can you operate them? Well, in this unit you will deal with some instructions in operating those office machines. Be ready to help your partner to operate the machines by giving her/him clear instructions. Let's go.

### LET'S GET STARTED

**Task 1.** Can you mention the names of the office machines below? Do you know how to operate them? Discuss these questions with your classmates.



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

## LET'S LISTEN AND SPEAK

**B** Task 2. You are going to listen to a monologue. Listen to it carefully and state whether the statements in the column below are true (T) or false (F). Do it on your own. The listening script is in the appendix.

English	Indonesian
hooked up /hʊktʌp/ (adj)	terhubung
properly /'prɒpəli/ (adv)	dengan benar



Picture 3.1

No	Statements	T	F
1	The monologue is about fixing a paper jam on a printer.		
2	Using a printer is not difficult.		
3	The first thing we do is making sure that the printer is hooked up properly.		
4	We can choose how we want the page look in the "file" menu.		
5	Finally, just click on the printer icon on the toolbar.		

**Task 3. Study the dialogue below and answer the questions.**

English	Indonesian
jam /dʒæm/ (adj)	macet
fix /fiks/ (v)	membenarkan
trays /treɪz/ (n)	tempat
path /pɑːθ/ (n)	jalan
tear /tɪə/ (v)	robek
force /fɔːs/ (v)	memaksa

- Rita : Alif, come here please.  
 Alif : Okay. Uhm, what's wrong?  
 Rita : It's the paper jam. I don't know what to do.  
 Alif : Should I fix it?  
 Rita : Just give me some instructions, please.  
       I want to learn how to fix it.  
 Alif : Okay. Turn off the printer first.  
 Rita : Hmm, then?  
 Alif : Remove any paper trays.  
 Rita : Uhhh.. Okay. After that?



Picture 4.1

- Alif : Open the doors that give access to the printer's paper path.  
 Rita : Oh, look! It's a piece of jammed paper here.  
 Alif : Well, now remove it by holding it with both hands. Keep the paper from tearing.  
 Rita : Oh no! The paper tears. What should I do?  
 Alif : Calm down. Try rotating the roller gears manually to free the paper. Don't force anything, though.  
 Rita : Okay. Okay, I will.  
 Alif : Yes, that's good. Now, close any doors you opened and turn the printer back on.  
 Rita : Sure. Thank you Alif. You helped me a lot.  
 Alif : You are welcome.

adapted from How to Clear a Printer Paper Jam | eHow.com

### Questions:

1. What is Rita's problem?
2. How does Alif help Rita?
3. Can you mention the steps to fix the problem?
4. Does Rita do everything Alif asks to do?
5. Is the problem finally fixed?

**Task 4. Study the explanation below in groups of 4-6 students.**

Asking for instructions	Giving instructions
What is the first step?	First, ...
How do I . . . ?	Then, ...
What is the best way to . . . ?	The first thing you do is . . . .
How do I go about it?	The next step is to . . .
What is the next step?	Click the button.
What should I do then?	Turn off the printer.

In responding the instruction, you can use the following expressions:

Instructions	Responses
Remove any paper trays.	Okay.
Turn off the printer first.	I will.
Put the typewriter over there.	Sure.
Print the letter.	Sure, I will do that.

**Task 5. Complete the dialogues with the suitable expression from the box. Work individually.**

1. Desi : Good morning Siwi. Can you help me?  
Siwi : What can I do for you?  
Desi : \_\_\_\_\_. I guess there is something wrong with the fax machine.  
Siwi : Not a matter.
2. Putri : Kasih, \_\_\_\_\_ next to you please.  
Kasih : Okay. Here is the calculator.  
Putri : Thank you.  
Kasih : You're welcome.
3. Sigit : Hoho, \_\_\_\_\_.  
Hoho : No problem.  
Sigit : Should I put it in this drawer?  
Hoho : Yes. Thank you.  
Sigit : You're welcome.
4. Anang : This office is so hot.  
Andi : Yes, I feel so.  
Anang : \_\_\_\_\_, please.  
Andi : I will.  
Anang : Thank you.
5. Adi : Amir, \_\_\_\_\_. I'll print this letter.  
Amir : Sure.  
Adi : Thank you very much.  
Amir : You're welcome.

**Which expression is suitable?**

Give me the calculator,

Turn on the printer, please.

Put the calculator,

Fix the fax, please.

Turn on the fan,

Close the window,

Put the paper clip into the drawer.

Fix the printer, please.

**Task 6. Work in pairs. Make a dialogue based on one of the situations below. You may browse in the internet to find some information related to the situation.**

**Situations:**

1. There's a problem with the copier machine. Ask your friend to fix it.
2. You want to print a proposal. Ask your friend to turn on the printer and print it for you.
3. Your friend does not know how to turn on the laminating machine. Help him/her to turn it on.

## TODAY' S QUOTE

"I am brave, but I take a view. It is an educated view. I am careful. I am not reckless." Philip Green

## CLET'S READ AND WRITE

*Task 7. Read the text below carefully and answer the questions that follow. Do it with your partner.*

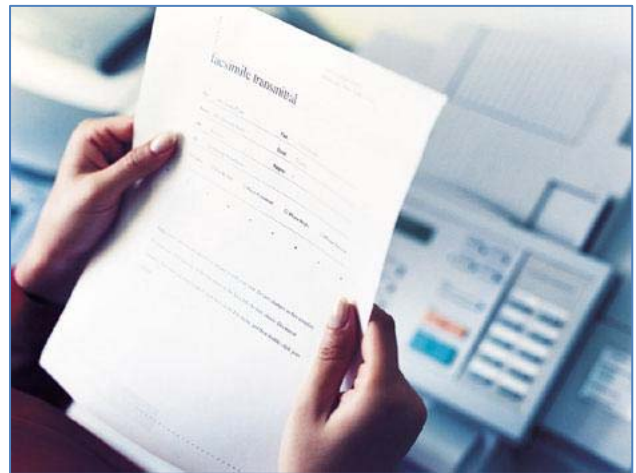
English	Indonesian
obtain / əb'tein/ (v)	dapatkan
recipient /rɪ'sɪpiənt/ (n)	penerima
lay /leɪ/ (v)	letakkan
gather /'gæðə/ (v)	kumpulkan

### Sending a Fax

Even though traditional fax machines are fast being replaced by e-mail and Internet fax services, it's still important to know how to use **this** machine. Here are some basic instructions for sending and receiving a fax.

Things you'll need:

a fax machine, and files/documents



Picture 8.1

1. First, make sure the fax machine is plugged into a power source.
2. Then, turn the fax machine on.
3. After that, obtain the fax number of the destination fax machine.
4. Next, gather the documents you want to send and put them in the order you want them to be received.
5. Fill out a separate piece of paper called a coversheet with the following information:
  - recipient's name
  - recipient's fax number/phone number
  - your name
  - your phone number
  - a short message intended for the recipient similar to the subject line of an e-mail
  - number of pages (including coversheet)
6. Lay the documents face-up in the fax machine feeder tray with the coversheet on top
7. Dial the recipient's fax number

8. Finally, press the "fax" or "send" button.

Now the fax machine will scan each of the document pages into its memory. After all of the pages have been scanned, you'll hear a series of fax tones. Some fax machines will also print out a short confirmation report.

adapted from <http://communication.howstuffworks.com/fax-machine4.htm>

### Questions:

1. What do we need to send and receive a fax?
2. What does the word "this" in Line 3 refer to?
3. Where do we write the recipient's identity?
4. How do we lay the documents in the fax machine?
5. What will happen after all of pages have been scanned?

### Task 8. Study the explanation below in groups of 4-6 students.

#### Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to scan a document. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structure of a procedural text is:

- Aim
- Materials (equipment, ingredients)
- Steps

#### The imperative

Imperatives are verbs used to give orders, commands, warning or instructions, and to make a request. To make the imperative, use the infinitive of the verb without "to"

For example: "Turn the fax machine on".

To make a negative imperative, put "do not" or "don't" before the verb:

For example: "Don't press the button."

(+)	V1 + O
(-)	do not/ don't + V1 + O

In the procedure text, we use transitional markers between the steps. It is to make the steps cohesive. Some of the transitional markers are:

First, ...	Next, ....	After that, ..
And then ....	Lastly, ...	Finally, ...

How to Use Copier	} goal
<b>Things You'll Need:</b> <ul style="list-style-type: none"> <li>• A working photocopier</li> <li>• Copier paper loaded in the photocopier</li> <li>• A document or other item to be copied</li> </ul>	} equipments
<b>Steps:</b> <ul style="list-style-type: none"> <li>• First, turn on the photocopier.</li> <li>• Next, allow the photocopier to warm up.</li> <li>• After that, place your document on the glass platen.</li> <li>• Select the number of copies to be made.</li> <li>• Select color or black and white if the photocopier is a color copier.</li> <li>• Select the appropriate size paper on the control panel.</li> <li>• And then, reduce or enlarge the original image, if necessary.</li> <li>• Set other image editing features or functions on the photocopier, if necessary.</li> <li>• Lastly, press the "Copy" button. The "Copy" button is usually the largest button on the control panel. It may also be labeled "Start." Often the button will be green, or have green markings. Your copies will be produced.</li> </ul>	} steps

[http://www.ehow.com/how\\_4473321\\_use-photocopier.html](http://www.ehow.com/how_4473321_use-photocopier.html)

**Task 9. Read the steps in fixing a paper jam below. There are twelve imperatives and four transitional markers used. Find them with your group.**

First, turn off the printer. After that, remove any paper trays. Inspect them for wrinkled or damaged paper. Next, open any other doors that give access to the printer's paper path and to the toner or ink cartridge. If necessary, remove the toner or ink cartridge. Place it in a bag or away from light to avoid damaging it. If you find a piece of jammed paper, remove it by holding it with both hands and pulling firmly. If several pieces are jammed together, try pulling out the middle piece first to loosen the jam. If the paper does tear, try rotating the roller gears manually to free the paper. Don't force anything, though. After that, replace the toner or ink cartridge and paper trays, close any doors you opened and turn the printer back on.



**Task 10. Arrange these jumbled steps into a good procedural text. Work in groups of 4-6 students.**

English	Indonesian
adjust /ə'dʒʌst/ (v)	ubah
desired /dɪ'zaɪəd/ (adj)	yang diinginkan
surface /'sɜːfɪs/ (n)	permukaan
ensure /ɪn'ʃʊə/ (v)	memastikan

- Next, select the number of copies you want to make. Adjust color settings to achieve the desired result.
- Things you'll need:
  - Color copy machine
  - Copy paper
  - Color ink cartridges
- After adjusting the color setting, press 'copy' or 'print' depending on the model of copy machine.
- How to Use a Color Copy Machine
- First, place the document you want to copy face down on the glass surface of the copy machine.
- Lastly, check each copy to ensure that all pages are legible.
- After placing the document, make a test copy to determine if there is enough ink to produce good copies.



Picture 11.1

**Task 11. Choose one of the titles below. Then, make the procedural text based on the title you choose. You may browse in the internet to find the information related to your title.**

**Titles:**

- How to Scan a Document.
- How to Print a Document from a Computer.
- How to Add Paper in a Copier

**TODAY' S QUOTE**

“So I had to be careful. I recognized the responsibility that, whether I liked it or not, I had to accept whatever the obligation was. That was to behave in a manner, to carry myself in such a professional way, as if there ever is a reflection, it's a positive one.” ~Sidney Poitier~



# D LET'S DO MORE

**Task 12.** Do a role-play with your partner. Pretend that you have a problem with your fax machine and you ask your friend how to fix it. Your friend gives you some clear instructions and you follow them carefully.

**Task 13.** Do you have a kind of office machine in your home? Tell us how to operate that machine. Write it in a good procedural text. Work on your own.

# E REFLECTION

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for instructions			
Giving instructions			
Understanding imperative sentence.			
Using transitional markers.			
Writing a procedural text.			

# F VOCABULARY LIST

English	Indonesian
adjust /ə'dʒʌst/ (v)	ubah
desired /dɪ'zaɪəd/ (adj)	yang diinginkan
ensure /ɪn'ʃʊə/ (v)	memastikan
fix /fiks/ (v)	membenarkan
force /fɔ:s/ (v)	memaksa
gather /'gæðə/ (v)	kumpulkan
hooked up /hʊktʌp / (adj)	terhubung
jam /dʒæm/ (adj)	macet
lay /leɪ/ (v)	letakkan
obtain /əb'teɪn/ (v)	dapatkan
path /pɑ:θ / (n)	jalan
path /pɑ:θ / (n)	jalan
properly /'prɒpəli/ (adv)	dengan benar
recipient /rɪ'sɪpiənt/ (n)	penerima
surface /'sɜ:fɪs/ (n)	permukaan
tear /tɪə/ (v)	robek
trays /treɪz/ (n)	tempat

**The listening transcript of Task 2.**

Using a printer is easy to do. Do you know how? Let's check the instructions out.

First, make sure that your printer is hooked up properly before using it. Something might come up on the computer telling you that the printer is on and working properly.

After that, open up a file you need to print. When you are ready to print, click on "File" and "Print Setup" button. You can choose how you want your page to look, and make sure the right printer is installed. If your page is set up the way you like it, you can just click on the printer icon on the tool bar.

adapted from [http://www.ehow.com/how\\_2363889\\_use-printer.html](http://www.ehow.com/how_2363889_use-printer.html)

**Picture Sources****Task 1**

- Picture 1.1 : copierfaxmachine.net
- Picture 1.2 : am0nr4.blogspot.com
- Picture 1.3 : shutterstock.com
- Picture 1.4 : sumberlor.blogspot.com

**Task 3**

- Picture 3.1 : its-berry.com
- Picture 4.1 : cartridgeworldnewmarket.ca

**Task 8**

- Picture 8.1 : howstuffworks.com

**Task 11**

- Picture 11.1 : [www.heirloomsbydesign.com](http://www.heirloomsbydesign.com)

# UNIT UNIT

## 3

### THE MEETING ROOM IS ON THE FOURTH FLOOR.

As an office administrator you will deal with many meetings in your office. Your boss may leave a memo that requires you to arrange a meeting. In preparing and conducting a meeting, there are many things should be considered. Moreover, as an office administrator you have to be helpful when there is a new officer who gets lost on his way to the meeting room. Are you ready with those situations? Well, let's learn about them in Unit 3. At the end of this unit you are expected to be able to ask and give directions in an office, write a memo, and make a list.

#### LET'S GET STARTED

**A** Task 1. *The picture below illustrates the office staff who are having a meeting in the meeting room. Look at the picture and answer the following questions with your partner.*



Picture 1.1

#### Questions

1. What are they possibly talking about?
2. What should you prepare to conduct such a meeting?
3. Can you write a memo asking all members of office staff to attend a meeting?
4. What if a new member of office staff gets lost on her way to the meeting room?  
Could you direct her to the meeting room?

# LET'S LISTEN AND SPEAK

**Task 2. Listen to the dialogue carefully. After that, answer the questions by choosing the correct option. Do it on your own.**

English	Indonesian
downstairs /ˌdaʊn'steəz/ (adv)	ke lantai bawah
floor /flɔː / (n)	lantai



Picture 2.1

- What is the dialogue about?
  - a woman who looks for a room
  - a woman who wants to go out of the room
  - a man who looks for a room
  - a man who wants to go out of the room
- What room is being talked about?
  - meeting room
  - manager's office
  - secretary's office
  - hall
- What is the first direction to go to the room?
  - go upstairs
  - walk down the stairs
  - turn left
  - turn right
- In what floor is the room?
  - first floor
  - second floor
  - third floor
  - fourth floor
- What is the number of the room?
  - 404
  - 414
  - 405
  - 415

**Task 3. Study the dialogue below. After that, state whether the statements in the column that follows are true (T) or false (F). Do it in pairs.**

- New staff : Excuse me. Could you help me?
- Secretary : Yes, please. What can I do for you?
- New staff : I am a new member of office staff here. After having this meeting, I have to put my paper on the manager's desk. The problem is that I don't know where the manager's office is. Could you show me how to get there?
- Secretary : Sure. The manager's office is in the fifth floor upstairs. You can take the lift to get there.
- New staff : Where is the lift, please?
- Secretary : Over there in the middle of the hall. Take the lift to the fifth floor and

- then turn left. It's the second room on the right.
- New staff : Okay. Uhm, what is the number of the room?
- Secretary : It is 505.
- New staff : Okay, I got it. Thank you for the direction.
- Secretary : Never mind. Just ask me if you need some helps.



picture 3.1

No	Statements	T	F
1	The new member and the secretary are in the meeting room.		
2	The new member has to climb a steep flight of stairs to the meeting room.		
3	The new staff needs to meet the manager.		
4	The secretary knows part of the building well.		
5	The secretary is willing to help the new staff if she needs more help.		

#### Task 4. Study the explanation below in pairs.

There are some expressions to ask for and give directions:

Asking for directions	Giving directions
Excuse me, can you tell me the way to...?	The office will be on the right side of the..
Could you please tell me the way to ...?	It's next to ... across from ... opposite ... beside ... between (two things)
Can you tell me where the...is?	Go down stairs. It's on the second floor.
How can I get to ...?	You will see it on the/your right.

English	Indonesian	English	Indonesian
turn left	belok kiri	go up stairs	naik ke lantai atas
turn right	belok kanan	next to	bersebelahan dengan
go ahead	lurus	between	di antara
go straight	lurus	beside	di samping
go down stairs	turun ke lantai bawah	across	berseberangan

#### Task 5. Complete the dialogues below with the right expressions. Do it individually.

- Sitta : Where should I put the document?

Rini : Put it on the manager's desk, please.

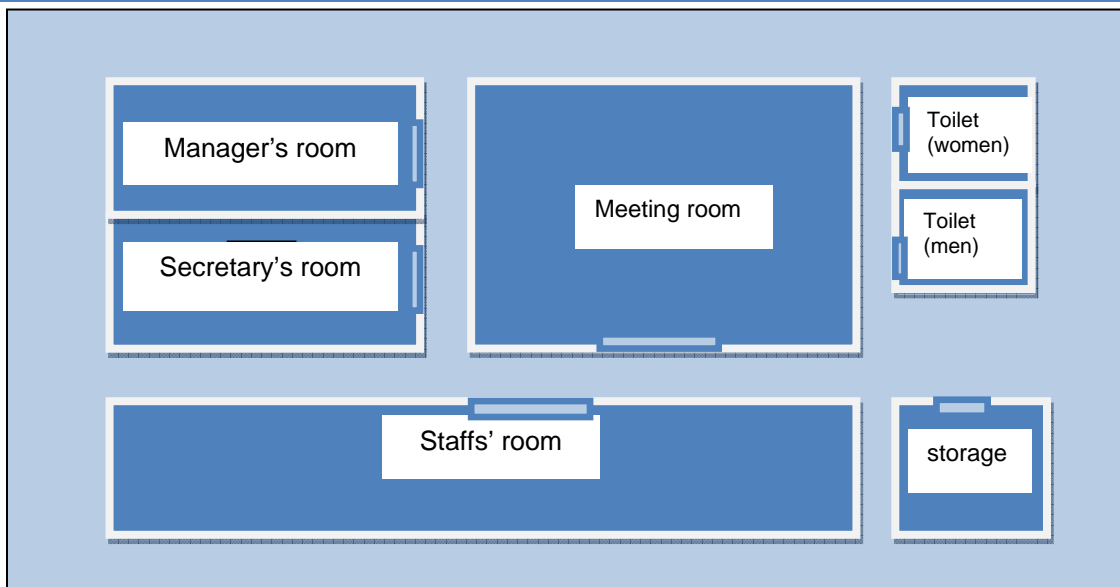
Sitta : \_\_\_\_\_ (asking for directions)

Rini : Oh. It is on the corner of this room. Go ahead, and it is on your left.

Sitta : I see. Thank you.

2. Alif : How can I get to the conference room?  
 Ifi : \_\_\_\_\_ (giving directions)  
 Alif : Okay. Should I use the lift?  
 Ifi : I don't think so. It is only one stair above.  
 Alif : Okay, thanks.
3. Anet : \_\_\_\_\_ (asking for directions)  
 Rudi : Sure. It's on the second floor. Just go down stairs.  
 Anet : Is it next to the meeting room?  
 Rudi : Yes. There is a sign on the door saying "Manager's Office".  
 Anet : Oh, okay. The sign will help me.  
 Rudi : Sure.
4. Sasa : Can I have the meeting report?  
 Rendi : Yes, I have the file on my desk.  
 Sasa : Where is your desk?  
 Rendi : \_\_\_\_\_ (giving directions)  
 Sasa : Next to Siska's desk, right? Okay, thank you.  
 Rendi : You're welcome.
5. Anton : Is Mrs. Alice in her room?  
 Rido : No, she is having a meeting with her clients.  
 Anton : \_\_\_\_\_ (asking for directions)  
 Rido : Just go upstairs to the third floor. It is the second room on your right.  
 Anton : Hmm. Okay, thank you.  
 Rido : You're welcome

**Task 6. Look at the map and make a dialogue based on one of the situations. Work in pairs.**



**Situations:**

1. You are in the storage. You want to attend a meeting in the meeting room.
2. You are having a meeting. You want to go to the toilet.
3. You are in the secretary's room. You want to submit your paper in the meeting room.

**Example:**

Situation: You are in the meeting room. You want to meet the secretary.

Dialogue:

- A : Excuse me, could you tell me where the secretary's room is?  
 B : Sure. Just go out of this meeting room and turn right. You will see a room in your right. That's the secretary's room.  
 A : Okay. Thank you very much.

**TODAY' S QUOTE**

"I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time" . ~Charles Dickens~

# C LET'S READ AND WRITE

*Task 7. Read the following text carefully and answer the questions. Do it in pairs.*

English	Indonesian
responsibility / rɪˌspɒnsəˈbɪlɪti / (n)	tugas
crucial /kruːʃl/ (adj)	sangat berperan
notice /nəʊtɪs/ (n)	pemberitahuan
minutes /mɪnɪts/ (n)	notulen

**Secretary's Responsibilities at a Meeting**

Meetings are arranged so that people can get together to discuss relevant information on a particular business. To make the meetings run smoothly, a secretary should possess effective verbal and written communication skills, as well as a reasonable understanding of the issues being discussed in the meeting. The role of the secretary is to record the main discussions and decisions and will not be expected to participate unless requested otherwise by the chairperson. The secretary should perform the following responsibilities:

Before the meeting

- Send out notices of meetings well in advance.
- Request and include additional items of the agenda in liaison with the chairperson.
- Send copies of the agenda with any supporting documentation to all members of the meeting.
- Organize the logistical arrangements (meeting venue, refreshments, meals, flip chart stand, over head projector, transport, accommodation, etc).

#### During the meeting

- The secretary does not participate in the discussions of the meeting. She/he may however be requested to summarize the discussions.
- Write up important discussions and decisions taken.

#### After the meeting

- Write up the minutes as soon as possible after the meeting.
- Ask the chairperson to approve the minutes before **they** are circulated to all the members.
- Remind people of any follow up activity if requested.
- Prepare and plan for the next meeting.

(Adapted from *Office Administration Course Introduction*)

### Questions

1. What is the secretary's role in a meeting?
2. Should the secretary participate in the discussion of the meeting?
3. What should be considered in the logistical arrangements? Mention them in a list.
4. When does the secretary write up the minutes of the meeting?
5. What does the word '**they**' in the secretary's responsibility **after the meeting** refer to?

**Task 8. Study the following explanation with your partner.**

### ❖ Passive Voice

In the previous text you have found the following passive voice:

"Meetings **are arranged** so that people can get together to discuss relevant information on a particular business".

In Indonesian we know the passive voice as *kalimat pasif*. It is a way of structuring a sentence so that the grammatical subject is the person or thing which experiences the effect of an action, rather than the person or thing which causes the effect.

The structure of the passive voice is very simple:

Subject + Auxiliary Verb (be) + Main Verb (Past Participle)      or      S + BE + V3



Look at these examples:

SUBJECT	BE	V3	
The meeting	was	opened	by Mr. Husni this morning.
<b>The secretary</b>	is not	asked	to participate in the discussion.
The copies of the agenda	were	sent	to all members of the meeting yesterday.
The staffs	are	asked	to attend the meeting at 11.

- The main verb is always in its past participle form.
- The auxiliary verb (be) should be appropriate for the tense (concord of tenses).

**Task 9. Complete the following passive voice sentences in the tenses suggested. Do it individually.**

1. An LCD projector (use) in the meeting today. (Past)  
*Example: An LCD projector was used in the meeting today.*
2. So much time (spend) in meetings. (Present)
3. When meetings (not organize) thoroughly, employees do waste their time. (Present)
4. The meeting (schedule) for March 12 at 11. (Present)
5. The meeting agenda (print) this morning by the secretary. (Past)
6. The staffs (not invite) to be ready for the next meeting. (Past)
7. The minutes of meeting often (set) up in a similar way to the agenda. (Present)
8. The minutes of the meeting (write) up briefly and accurately. (Present)

**Task 10. Put the following sentences into the passive voice. Do it individually.**

1. The secretary writes the agenda of the meeting.  
*Example: The agenda of the meeting is written by the secretary.*
2. The office staff attended the meeting yesterday.  
Answer : \_\_\_\_\_
3. The chairperson does not write the minutes of the meeting.  
Answer : \_\_\_\_\_
4. The secretary organizes three meetings every week.  
Answer : \_\_\_\_\_
5. The manager asks the secretary to prepare the meeting for tomorrow.  
Answer : \_\_\_\_\_
6. The chairperson did not allow the members who were late to join the meeting.  
Answer : \_\_\_\_\_

**Task 11. Read the following memo and answer the following questions. Compare your answer with your partner.**

English	Indonesian
minutes /mɪnɪts/ (n)	notulen
attendee /ə.ten'di:/ (n)	peserta
venue /venju:/ (n)	tempat

#### MEMO

To : Secretary  
 From : Office Manager  
 Date : March 5, 2011  
 Subject : Pack for the client

We will have a meeting with our clients on March 28, 2011 at the conference room. Please prepare a pack for the client to take with her/him to the meeting. The pack should include the following items:

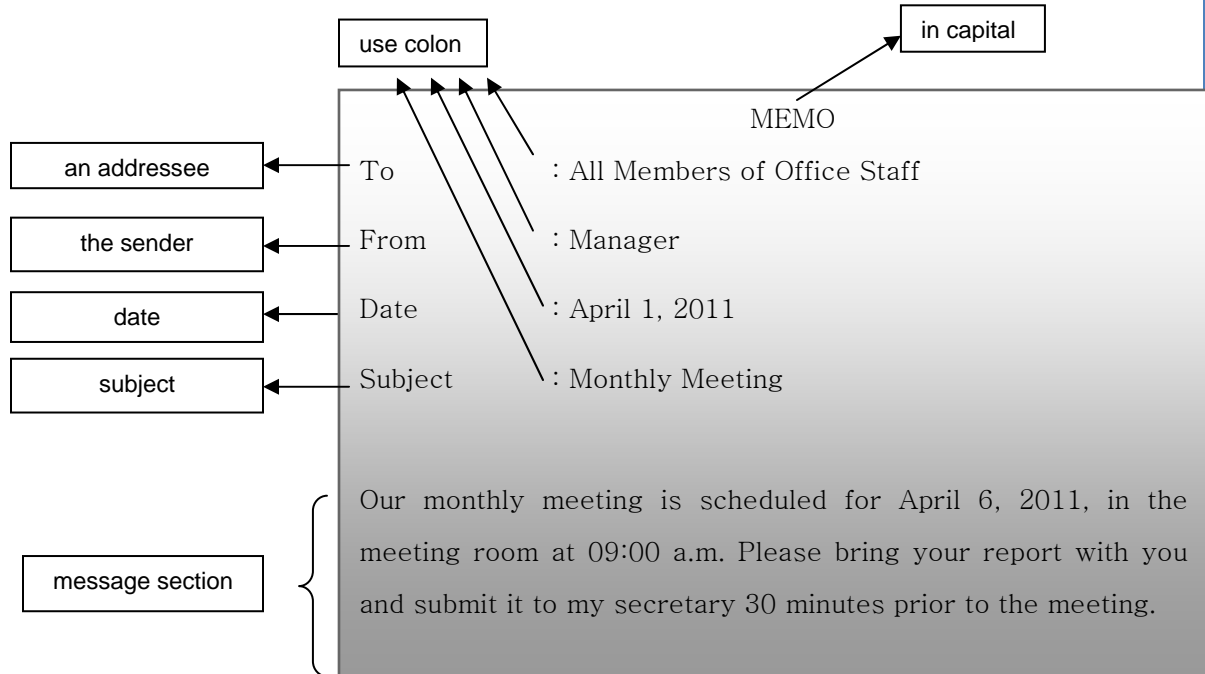
- Agenda for the meeting
- All supporting documentations
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

#### Questions

1. Who writes the memo?
2. Who is the recipient?
3. What does the sender ask the recipient to do?
4. Where will the meetings be held?
5. Does the client prepare their own pack?
6. Would the secretary receive the pack?
7. What does the word '**we**' in the first sentence refer to?
8. What should be included in the pack for the client? List them.

**Task 12. Study the following explanation with your partner.****❖ MEMO**

A memo is a hard-copy (sent on paper) document that is used for communicating inside an organization. It is usually short and structured similarly.

**❖ LIST**

List is a number of names of person, places, items, things, stuffs, etc (in written/printed). It also can be a number of outline activities. Use colon (:) after a complete sentence to introduce a list of items when introductory words such as namely, for example, or that is do not appear.

**Examples:**

Please pack the following items for the clients:

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Items for Clients**

- Agenda for the meeting
- Minutes from previous meeting
- Presentation packs for the attendees
- Direction to the venue

**Task 13.** Below are three memos with some mistakes in the punctuation and structure. Find the mistakes and rewrite the memos correctly. Do it in group of 4-6 students.

1.

## MEMO

From : Office Manager  
 To : General Manager  
 Subject : Room change for next meeting  
 Date : 6 Jul 2010

The meeting on Saturday, 6 August has been changed to Room 101

2.

## MEMO

to : secretary  
 from : office manager  
 date : February 3, 2011  
 subject : content of minutes

The minutes of today's meeting are not brief and clear. For the next meetings, please write the minutes with the following contents =

- List of date and venue
- Record of the participants who were present and absent
- Reflection of who facilitated or chaired the meeting
- Indication if the minutes of the previous meeting were approved
- Record of the main points and decisions taken for all the items

3.

## memo

To = All Members of Office Staff  
 From = Human Resources Director  
 Subject = Company Holidays  
 Date = May 12, 2011

The Sinar Corporation will be closed on the following official holidays. Please make any arrangements for emergency meetings to be covered while you are enjoying your holiday.

**Official Sinar Company Holidays:**

- January 1 New Year's Day
- August 17 Independence Day
- August 30 & 31 Ied Day
- September 1 Labor Day
- December 25 Christmas Day

**Task 14.** Now, write a memo based on one of the situations below. Work on your own.

### Situation 1

The office manager reminds the secretary to organize the logistical arrangements which include meeting venue, meals, flip chart stand, over head projector, transport, and accommodation. (Write the logistical arrangements in a list)

MEMO	
To	:
From	:
Date	:
Subject	:

### Situation 2

The secretary informs the staff that the meeting today is canceled because the chairperson could not come.

MEMO	
To	:
From	:
Date	:
Subject	:

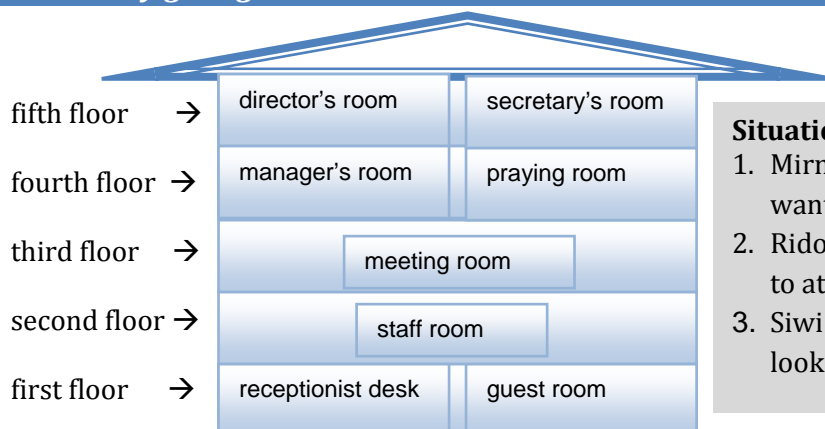
### TODAY' S QUOTE

"Punctuality is the soul of business."

~Thomas Chandler Haliburton~

## LET'S DO MORE

**Task 15.** Look at the map below. Please help some new officers to find the meeting room by giving them directions.



### Situations

1. Mirna is in the secretary's room. She wants to go to the meeting room.
2. Rido is in the staff room. He is going to attend a meeting.
3. Siwi is in the manager's room. She is looking for the meeting room.

**Task 16.** Pretend that you are a secretary who is organizing a meeting. Ask all staffs (via memo) not to come late because the meeting will be attended by five managers of big companies. Don't forget to list the five managers.

## REFLECTION

**E** How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

ASPECTS	VERY MUCH	MUCH	LITTLE
Asking for directions			
Giving directions			
Constructing passive sentences			
Making list			
Writing memo			

## VOCABULARY LIST

English	Indonesian
attendee /ə.ten'di:/ (n)	peserta
crucial /kru:ʃl/ (adj)	sangat berperan
downstairs /daʊn'steəz/ (adv)	ke lantai bawah
floor /flɔ:/ (n)	lantai
minutes /mɪnɪts/ (n)	notulen
notice /nəʊtɪs/ (n)	pemberitahuan
responsibility /rɪˌspɒnsə'bɪlɪti/ (n)	tugas
venue /venju:/ (n)	tempat

**The listening transcript of Task 2**

- Man : Excuse me, I am a new member of the office staff here. Could you tell me where the meeting room is?
- Woman : Oh, it is not on this floor. The meeting room is on the fourth floor. You can just walk down the stairs there.
- Man : Would you please tell me how I can find the room? I should attend a meeting at 11.
- Woman : Sure. Go down the stairs to the fourth floor and turn left. At the end of the corridor you should turn left again.
- Man : Left and left again?
- Woman : Yes. The meeting room is on your right.
- Man : What is the number of the room?
- Woman : Ummm.. It's Room 414.
- Man : Okay. Thank you very much.

**Picture sources****Task 1**

Picture 1.1 : denyrendra.net

**Task 2**

Picture 2.1 : www.istockphoto.com

**Task 3**

Picture 3.1 : t1.ftcdn.net

**Task 8**

Picture 8.1 : www.womenssnowboarding.org

**Task 9**

Picture 9.1 : 1.bp.blogspot.com





PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( BAPPEDA )

Alamat : Jl. Parasunya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07/0/Bappeda/2310/2010

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDII/A/2003 tentang Izin Kuliah Kerja Nyata, Prakt.  
Kerja Lapangan dan Penelitian  
Menunjuk : Surat dari an. Dekan, Pembantu Dekan I Fak. Bahasa & Seni Univ. Negeri Yogyakarta Nomor  
1660/H.4.1.2/PP/X/2010 Tanggal: 27 Oktober 2010 Hal: Permohonan Izin Penelitian.

**MENGIZINKAN :**

Kepada :  
Nama : **DESI TRISIWYANTI**  
No. Mhs/NIM/NIP/NIK : 06202241031  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : UNY.  
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta  
Alamat Rumah : Kalibiru RT 19 RW 07 Hargowilis Kokap Kulon Progo  
No. Telp/HP : 085228126022  
Untuk : Melakukan penelitian dengan judul:  
**"DEVELOPING ENGLISH LEARNING MATERIALS FOR THE  
ELEVENTH GRADE STUDENTS OF SECRETARY DEPARTEMEN  
OF SMK N 1 GODEAN SLEMAN"**  
Lokasi : SMK N 1 Godean  
Waktu : Selama 3 (tiga) bulan mulai tanggal 29 Oktober 2010  
29 Januari 2011.

**Dengan ketentuan sebagai berikut:**

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk menda.  
petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan mel.  
Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerin  
setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan sete  
berakhirnya penelitian.

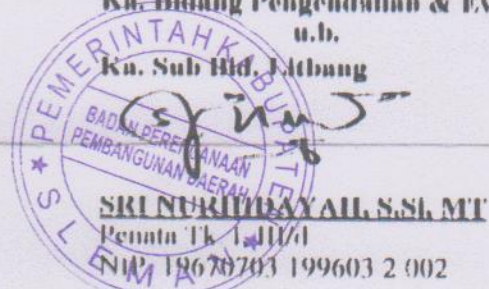
Dikeluarkan di : Sleman  
Pada Tanggal : 29 Oktober 2010,

**Tembusan Kepada Yth:**

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Godean
6. Ka. SMK Negeri 1 Godean
7. Dekan Fak. Bahasa & Seni UNY
8. Peringgal

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bidang Pengendalian & Evaluasi  
u.b.

Ka. Sub Bid. Mitbang



SRI NURITRAYATI, S.Si, MT

Pemata Tk. 1 III/d

NIP. 19670703 199603 2 002